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PUERTO RICAN AND NEW ENGLAND COLLEGE STUDENTS' REPORTS OF
CHILDHOOD SEXUAL ABUSE AND SEXUAL EXPERIENCES: A COMPARISON
STUDY

A Dissertation Presented

by

MARGARITA R. O'NEILL

Submitted to the Graduate School of the
University of Massachusetts in partial fulfillment
of the requirements for the degree of

DOCTOR OF EDUCATION

September 1990

School of Education

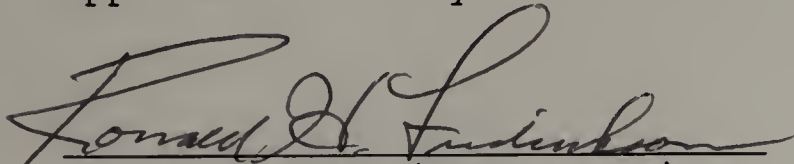
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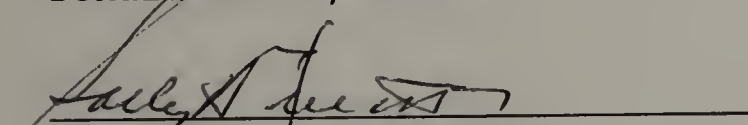
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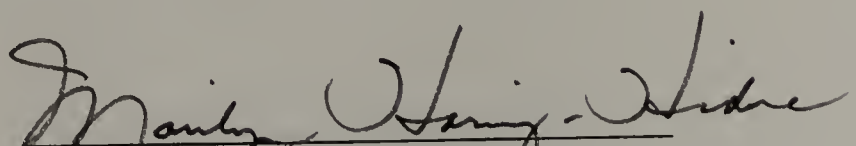
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To my parents and siblings
whose unconditional love
provides the strength
which allows me to care
for the suffering of others

ACKNOWLEDGEMENTS

The completion of this work gives me the opportunity to acknowledge and thank many individuals who formally or informally offered me their support throughout its development.

Thanks are due to all the students who participated in the study and to those who facilitated access to the students.

I have been especially fortunate in having an extremely supportive dissertation committee. I am truly grateful to Dr. Ronald Fredrickson. He provided me with excellent guidance and structure. Special thanks go to Dr. Donald Banks who has been a wonderful teacher, thoughtful supervisor and conscientious committee member. I'd also like to thank Dr. Sally Freeman for her encouragement in and enthusiasm about this project.

I am also grateful to my friend, Tere Rodriguez whose computer expertise and frequent calls were a wonderful source of support and affection. Thanks are also due to my sister Lourdes who helped me in coding the data. Gracias also to my companeros Carmen, Cesar, Bruni, Mercedes and Serafin for sharing in the joy and in the difficulties of going through this process.

And, finally thanks to my husband Bob for BEING THERE throughout it all. We made it!

ABSTRACT

PUERTO RICAN AND NEW ENGLAND COLLEGE STUDENTS' REPORTS OF CHILDHOOD SEXUAL ABUSE AND SEXUAL EXPERIENCES: A COMPARISON STUDY

SEPTEMBER 1990

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The aim of this study was to increase our knowledge about the prevalence and nature of childhood sexual abuse in Latino populations. Specifically, data was gathered for the following purposes: 1) to determine the prevalence of childhood sexual abuse and sexual experiences in a sample of Puerto Rican college students, 2) to identify risk factors associated with them, 3) to analyze the nature and degree of trauma reported by victims, and 4) to examine the differences between the Puerto Rican sample and a New England college student sample previously studied by Finkelhor (1979).

Self-reports of childhood sexual experiences were obtained from 571 Puerto Rican undergraduate students (206 males and 365 female) at three institutions of higher education in Puerto Rico. The mean age of participants was 22.2 years. A Spanish translation of sections of a self-report questionnaire developed by Finkelhor (1979) was used

to gather the information.

Seventeen percent of male students and 17% of female students reported childhood sexual experiences that were classified as child sexual abuse on the same age discrepancy criteria used by Finkelhor (1979). No statistically significant differences were found between the percentage of female students (17%) who reported childhood sexual abuse experiences in this study and the percentage (19%) in the New England study (19%) by Finkelhor. A higher percentage of male participants (17%) in the present study reported childhood sexual abuse as compared to males (9%) in Finkelhor's original study. This represented a significant difference ($\chi^2 = 8.27$, $p < .01$) between males in the present study and Finkelhor's.

Sexual abuse experiences occurred most often between 10 and 12 years of age for both sexes and in both studies. No differences were found between the students who reported childhood sexual abuse in this study and those who did not in terms of demographic and other family background characteristics.

Twenty-one percent of the abusers were female and 79% were male. Thirty-eight percent of the childhood sexual abuse experiences reported by girls and 33% of those reported by boys were with family members. Females reported more negative reactions to the experiences and higher degrees of trauma than males.

TABLE OF CONTENTS

	<u>Page</u>
ACKNOWLEDGEMENTS	v
ABSTRACT	vi
LIST OF TABLES	x
Chapter	
1. INTRODUCTION	1
Statement of the Problem	1
Background	2
Purpose of the Study	3
Significance of the Study	4
Limitations of the Study	5
2. REVIEW OF THE LITERATURE	7
Definition	8
Incidence	12
Prevalence	13
Victims	14
Offenders	36
Incestuous Families	41
Studies with Latino Samples	43
Summary	49
3. METHODS	51
Hypotheses	51
Implementing Questions	52
Definition of Terms	53
Sample	55
Instrument	60
Data Collection	61
Data Analysis	62
4. RESULTS	64
Findings	64
5. DISCUSSION	92
Summary	92
Conclusions	116
Implications	119

APPENDIX

A. LETTER OF CONSENT	123
B. QUESTIONNAIRE	126
BIBLIOGRAPHY	142

LIST OF TABLES

Table		Page
3.1	Participants' Age	56
3.2	Religious Affiliation of Participants	56
3.3	Size of Participants' Hometown	57
3.4	Degree of Closeness to Parents.	58
3.5	Number of Siblings.	58
3.6	Parents' Occupation	59
3.7	Parents' Educational Background	60
3.8	Parents' Economic Status	61
4.1	Comparison of Girls' Childhood Sexual Abuse in Finkelhor's Original Study and the Current Replication Study by O'Neill . .	66
4.2	Comparison of Boys' Childhood Sexual Abuse in Finkelhor's Original Study and the Current Replication Study by O'Neill . .	68
4.3	Age of the Girls at Time of Sexual Experience with Older Person.	69
4.4	Age of the Boys at Time of Sexual Experience with older Person.	70
4.5	Type of Sexual Activities of Girls with Older Persons.	72
4.6	Type of Sexual Activities of Boys with Older Persons.	73
4.7	Age of the Older Partners at Time of Sexual Experience with Girls.	74
4.8	Age of the Older Partners at Time of Sexual Experience with Boys	75
4.9	Sex of the Older Participants	75

4.10	Relationship to the Child of the Older Persons Involved in Childhood Sexual Experiences with Girls	76
4.11	Relationship to the Child of the Older Persons Involved in Childhood Sexual Experiences with Boys.	77
4.12	Child's Reaction at Time of Sexual Experience with Older Person.	82
4.13	Degree of Trauma by Age of the Older Person at the Time of Sexual Abuse of Girls.	83
4.14	Degree of Trauma by Age of the Older Person at the Time of Sexual Abuse of Boys	83
4.15	Degree of Trauma By Age of the Girl at the Time of Sexual Abuse	84
4.16	Degree of Trauma By Age of the Boy at the Time of Sexual Abuse	84
4.17	Degree of Trauma by Age Difference Between Girls and Older Persons.	85
4.18	Degree of Trauma by Age Difference Between Boys and Older Persons	85
4.19	Girls' Degree of Trauma by Whether or Not They Told Someone About the Sexual Abuse	86
4.20	Boys' Degree of Trauma by Whether or Not They Told Someone About the Sexual Abuse	86
4.21	Girls' Degree of Trauma by Whether or Not Force was Used by the Older Person	87
4.22	Boys' Degree of Trauma by Whether or Not Force was Used by the Older Person	87
4.23	Girls' Degree of Trauma by Frequency of Sexual Abuse Experience.	88
4.24	Boys' Degree of Trauma by Frequency of Sexual Abuse Experience.	88
4.25	Girls' Degree of Trauma by Duration of the Sexual Abuse Experiences	89

4.26	Boys' Degree of Trauma by Duration of the Sexual Abuse Experiences	89
4.27	Boys' Degree of Trauma By the Sex of the Older Person	90

CHAPTER 1

INTRODUCTION

Statement of the Problem

Do cultural and ethnic differences affect the nature and prevalence of sexual abuse?

The role that cultural differences play in the incidence and dynamics of childhood sexual abuse has been virtually ignored in the psychological literature despite the suggestion that there are differences among ethnic groups in their approach to sexuality (Pierce & Pierce, 1984). Furthermore, due to the lack of theory and research dealing with the sociocultural aspects of child sexual abuse, practitioners who work with ethnic minority groups are applying treatment approaches developed for mostly Anglo populations and which may or may not respond to the needs of other groups.

This is of particular concern since the few attempts at examining the link between ethnicity and the sexual abuse of children seem to indicate that differences do exist between and among cultural, racial and ethnic groups (De Jong, Hervada & Emmett, 1983; Kercher & McShane, 1984; Lindholm & Willey, 1986; Pierce & Pierce, 1984; Russell, 1984; Wyatt, 1985).

Background

Ethnicity, as a potentially important aspect of the nature of sexual abuse, has been omitted almost entirely from the research activities of psychologists and sociologists (Finkelhor, 1986; Pierce & Pierce, 1984). This neglect has occurred in the midst of an overwhelming number of writings and investigations in other areas related to the sexual abuse of children. Current theories and treatment programs are based almost exclusively on information derived from Anglo/white samples which prevents the development of group-specific prevention and treatment programs (Kelly & Scott, 1986). The need to investigate the relationship between sociocultural factors and the problem of child sexual abuse has been stated by many authors (Finkelhor, 1986; Kelly and Scott, 1986; Pierce and Pierce, 1984; Russell, 1986; Sanford, 1980; Wyatt, 1985). Kelly and Scott surmise that the reasons for such paucity of research on the sociocultural aspects of sexual abuse may be related to the sensitivity inherent in the topic, and to researchers fear of being accused of prejudice or discrimination.

Studies that have investigated the relationship between ethnicity and the sexual abuse of children indicate that differences do exist amongst ethnic and racial groups (Kercher and McShane, 1984; Pierce and Pierce, 1984; Russell, 1984; Wyatt, 1985). These findings, however, are

based on different descriptions of what constitutes sexual abuse, different methodologies, varying uses of clinical samples and broad definitions of racial or ethnic groups such as White or Hispanic.

Specifically related to Hispanic samples, De Francis (1969) found that Puerto Rican children were more likely than Black or White children to be victimized by neighbors and storekeepers. De Jong, Hervada and Emmett (1983) found that the ratio of male to female Spanish-surnamed child victims was smaller than that of Black and White child victims. They also found differences in the median ages of child victims by ethnic group. Russell (1986) found that a significantly higher degree of trauma was reported by Latinas than by any other ethnic group in her sample. A much higher rate of sexual victimization was found for Hispanic females than for Black or White females in Kercher and McShane's study (1984).

Purpose of the Study

The purpose of this study was to determine the prevalence of childhood sexual abuse in a sample of Puerto Rican students, to identify risk factors associated with it, to analyze the degree of trauma reported by victims, and to examine the differences between the Puerto Rican sample and a New England college student sample previously studied by Finkelhor (1979).

Significance of the Study

Among various ethnic minority groups, Blacks have received the most attention from researchers who report contradictory findings by different researchers. Latinos have been included in some investigations, but few research projects have specifically focused on this population. Additionally, as in so many other areas of study, most researchers have classified all persons of Spanish descent into broad categories such as Latinos, Hispanics, and Spanish-surnamed, making it very difficult to assess whether there exist any differences among such culturally diverse groups as, for example, Spanish, Argentinian, Mexican and Puerto Rican.

This project is one of the first attempts at studying the problem of child sexual abuse in a non-clinical Puerto Rican population. The findings of the study can help to begin to answer the question of whether or not there are differences in the prevalence and nature of child sexual abuse in Puerto Rico and the United States. The differences found can serve as a basis for the creation of new prevention and treatment approaches that would address those differences. This research also provides a base for future studies with Puerto Rican populations, both in Puerto Rico and in the United States. The results of the study, therefore could have potential impact on the child protective system in Puerto Rico, in the clinical practice

of mental health providers, in child sexual abuse prevention programming and on future research.

Limitations of the Study

First, this study is limited with respect to its sample population. The non-probability sample of Puerto Rican college students in three institutions of higher learning is not representative of the general population. Additionally, because college students may represent a healthier group of the total population, the study sample may not include persons who have been the most negatively affected by child sexual abuse experiences, therefore skewing the results.

A second limitation of the study is its design. The ex post facto design does not allow for manipulation of the variables studied. However, given the subject matter, the study could not have been performed experimentally.

The use of a questionnaire also poses some limitations. In the United States, higher prevalence rates have been reported when subjects are interviewed face-to-face than when they answer questionnaires, and experts in the field recommend the face-to-face interview as the method of choice in sexual abuse investigation (Finkelhor, 1986; Wyatt, 1986). This may be different, however, with Puerto Rican subjects since in that culture sexual matters are extremely private and are not discussed openly with

others (Nuttall, 1989, personal communication). Therefore, the questionnaire format was selected to protect the anonymity of the participants and to may make it easier for them to report incidents of sexual abuse.

CHAPTER 2

REVIEW OF THE LITERATURE

The problem of child sexual abuse has become identified as a major social problem in the United States during the last decade. The tremendous increase in cases reported to child protective agencies, the rapidly growing body of literature being published on the topic, and the frequent mention of this subject in the popular media are indicators of the high degree of attention that this problem is receiving at all levels of society. While from these indications it would appear that American society has accepted the reality of child sexual abuse, the issue remains a controversial one. One area of controversy in this field is in designating in whose domain --legal, mental health, family-- does responsibility for the problem of child sexual abuse belong. Two additional areas of heated debate relate to the children. The first one involves the role of the children in the sexual activity, that is, do they initiate and/or willingly participate, or are they coerced to participate by the adult? The second one has to do with whether sexual activity between children and adults is harmful to the children.

An aspect of the problem in which there is little research relates to the role that race and ethnic

differences play or don't play in sexual abuse. As Pierce and Pierce (1984) state:

Past studies of the sexual abuse of children have ignored the ethnicity of victims and perpetrators.... treatment has been approached from a "color blind" perspective in spite of the suggestion that people of color -specifically Blacks- differ from whites in their approach to sexuality.(p. 9)

Uninformed by data, practitioners in the field are applying the same treatment approaches and modalities to all ethnic and racial groups. These treatment programs may or may not be relevant to these populations.

This chapter involves a review of the literature on sexual abuse in the United States with particular emphasis on studies relevant to the major questions of this study: incidence and prevalence of childhood sexual experiences, demographic characteristics of the children and their families, characteristics of the adult offenders, and the effects or trauma experienced by the children involved. Also, a section of this chapter will summarize the findings of studies involving Latino populations.

Definition

As one reviews the literature in this field, one finds a variety of terms and definitions used to describe sexual abuse. Terms such as: sexual victimization, sexual assault, sexual abuse, sexual exploitation, sexual misuse, rape, incest, child molestation, and indecent liberties

have been used to refer to a range of sexual activities between children and adults. The issue of definition is a more complex area of conflict ranging from instances of accidental exposure of children to sexual activity to incidents of forced intercourse. Each state has its own legal definition of what is considered sexual abuse.

Among some of the most widely used and accepted definitions is the one endorsed by the Federal Child Abuse Prevention and Treatment Act of 1974 which, as amended, defines the term sexual abuse as:

the obscene or pornographic photographing, filming, or depiction of children for commercial purposes; or the rape, molestation, incest, prostitution or other such forms of sexual exploitation of children under circumstances which indicate that the child's health or welfare is threatened thereby... (National Center on Child Abuse and Neglect, 1984, pp. 8-9).

Schechter and Roberge (1976) define the sexual exploitation of children as:

the involvement of dependent, developmentally immature children and adolescents in sexual activities that they do not fully comprehend, are unable to give informed consent to, and that violate the social taboos of family roles (p. 15).

Sgroi, Blick and Porter (1982) define child sexual abuse as follows:

a sexual act imposed on a child who lacks emotional, maturational, and cognitive development. The ability to lure a child into a sexual relationship is based upon the all powerful and dominant position of the adult or older adolescent perpetrator, which is in sharp contrast to the child's age dependency, and

subordinate position. Authority and power enable the perpetrator , implicitly or directly, to coerce the child into sexual compliance. (p.9)

Giarretto (1982) states:

The commonly used phrase "child sexual abuse" suggests the sexual exploitation of a child by an older, more mature person. The relationship is considered exploitive if the partners were obviously mismatched in psychosocial maturity: that is, if the two persons involved were not equally capable of negotiating a mutually beneficial sexual partnership. (p. 2)

Kempe and Kempe (1984) subdivide sexual abuse acts in nine categories:

- (1) incest- any physical activity between family members. Blood relationship is not required.
- (2) pedophilia denotes the preference of an adult for prepubertal children as the means of achieving sexual excitement. The range of sexual activity may include any of the forms of sexual abuse.
- (3) Exhibitionism (indecent exposure involves the exposure of the genitals by an adult male to girls, boys, and women. The purpose for the exhibitionist is to experience sexual excitement from the encounter and to register the shock or surprise of the onlooker.
- (4) Molestation includes such behaviors as touching, fondling, or kissing the child, especially in the breast or genital areas, engaging in masturbation of the child or urging the child to fondle or masturbate the adult. These activities may progress to mutual masturbation or to oral-genital contact.
- (5) Sexual intercourse (statutory rape) with a child of either sex, including fellatio, sodomy, or penile-vaginal intercourse.
- (6) Rape is defined as sexual intercourse or attempted intercourse without consent of the victim.
- (7) sexual sadism is the inflicting of bodily injury on another as a means of obtaining sexual excitement.
- (8) Child pornography is the arranging, photographing by still, video, or film production of any material involving minors in sexual acts including other children, adults, or animals,

regardless of consent given by the child's legal guardian, and the distribution of such material in any form with or without profit, and the exhibition of such material, with or without profit.

(9) Child prostitution involves children in sex acts for profit and, generally, with frequently changing partners. (pp. 11-13)

Berliner and Stevens (1982) define three different groupings of sexual victimization of children based on the degree of coercion used and the relationship between child and offender:

(1) rape is usually a single violent act accompanied by the use of a weapon , physical force or threat of harm. The offender may be a stranger but most often an acquaintance of the victim. the sexual acts are usually forced intercourse -oral, vaginal, and anal.

(2) child sexual abuse involves an adult, almost always someone known or related to the child, using his or her position of authority to coerce the child into sexual activity. If the offender continues to have access to the child, it is likely that the abuse will be repeated. Child sexual abuse includes a range of sexual acts, including touching the genitals , forced masturbation, digital penetration, oral-genital contact, intracrural intercourse, and vaginal, and anal penetration. Other sexual activities which are imposed on children are voyeurism, exposure, and involvement in photography or filming for pornographic purposes. Child sexual abuse usually involves young children.

(3) Sexual exploitation refers to situations in which the child /adolescent considers him/herself old enough to be able to consent to a sexual relationship and does not necessarily perceive him/herself as a victim. However, the adult uses the unequal (sic) power relationship between himself and the child/adolescent to exploit the child. The most insidious form of exploitation is financial where children are paid for participating in pornography or prostitution rings for the benefit of adults. (pp. 96-98)

The above definitions point to the three main dynamics in sexual abuse: (1) the inequality of the relationship in terms of power and independence, (2) the lack of knowledge about sexual matters on the part of the child which renders him or her unable to give informed consent, and (3) the harmful effects that participating in this type of activity prematurely may produce for the child.

Incidence

The task of determining the scope of the problem; that is, of estimating the incidence and prevalence of sexual abuse has been a challenge for researchers and social services authorities. Incidence figures are usually gathered from reports to child protection agencies. Reports of sexual abuse have increased dramatically over the years, from 1,597 in 1976 to 12,426 in 1982, according to the American Humane Association (AHA) (Russell & Trainor, 1982) which compiled data for 36 jurisdictions in the United States. In, 1986 the number of reports of sexual abuse had increased to 83,946 (AHA, 1988). The inaccuracy of these figures, however, lies with the fact that most incidents of sexual abuse are never reported to the authorities (Peters, Wyatt & Finkelhor, 1986; Sgroi, 1978).

Prevalence

Searching to answer the question of prevalence, several researchers have studied general population samples and have found much higher rates of sexual abuse than report data would seem to indicate. Kinsey, Pomeroy, Martin and Gebhard (1953) found that 25% of American women and 10% of American men had been sexually assaulted before age 18. Russell (1983), in her survey of a random sample of 930 San Francisco women, found that 28% reported at least one experience of sexual abuse before the age of 14, and 38% before the age of 18. Of these, only 2% of the cases of intrafamilial sexual abuse, and 6% of the extrafamilial abuse were reported to the police. Kercher and McShane (1984) who mailed a questionnaire to a representative sample of the adult population in Texas, reported finding a 7.4% rate of child sexual victimization among respondents. Finally, Wyatt (1985) in her study of a multi-stage stratified probability sample of 248 Afro-American and white American women in Los Angeles, found that 62% reported at least one incident of sexual abuse prior to age 18. Of the 2,627 adults who participated in a telephone poll taken by the Los Angeles Times, 27% of women and 16% of the men said that they had been molested as children (Timnick, 1985).

These findings of high prevalence rates of sexual abuse experiences have been consistent with the results of

other studies with nonclinical populations, primarily college students. Finkelhor (1979) found that of the 796 college students in his study, 19% of the females and 9% of the males reported incidents of sexual victimization in childhood. Fromuth (1986) found that 22% of 482 female college students in her study had these experiences. In Australia, using the same methodology as these two studies, Goldman and Goldman (1988) found that 28% of the girls and 9% of the boys had experienced sexual abuse.

While all of these studies point to very high rates of sexual abuse, there are differences in the numbers that they report. Most of those differences can be explained by the "differences in the definitions of sexual abuse used in the various studies" (Peter, Wyatt & Finkelhor, 1986), by the different methodologies used to collect the information (interviews, written questionnaires, phone and mail surveys), and, possibly to regional differences in the areas where the studies took place.

Victims

The characteristics of sexually abused children are as varied as those of their offenders. They range in age from infancy to adolescence, are both male and female, and come from all socioeconomic and cultural backgrounds. All we know about child sexual abuse victims is how they appear after the abuse has been disclosed. We do not know how

these children may have presented prior to the abuse. Also, most of the literature refers to father-daughter incest victims and does not include extrafamilial sexual abuse.

Gender

Until recently, research and clinical data have indicated that the great majority of child victims were girls with a very small number of reports of male victims. The American Humane Association (1988), for example, found that of all reports between 1976 and 1982, 77.2% were female. While data on reported cases continues to reflect this disparity, some researchers have speculated that boys may be at the same risk for sexual abuse as girls (Kempe & Kempe, 1984). Porter (1984) who has worked with many male victims of sexual abuse, estimates that for every boy that reports, 10 others do not. The research on sex offenders has also given support to the belief that many more boys are abused than reports indicate, but upon analyzing the findings of surveys in the general population, Finkelhor and Baron (1986) found no support for this notion. The average ratio of males to female victims found in these studies is 1:2.5. However, in a recent research study Fromuth and Burkhart (1987) found that over 20% of male college students in their Midwestern and Southeastern United States sample reported childhood sexual abuse incidents.

Age

According to the AHA (1988), in reported cases of sexual abuse, the average age of children at the time of the abuse is 9.19. Upon reviewing the research, Finkelhor and Baron (1986) concluded that the age peak for sexual abuse seems to be between 8-12 years old.

Socioeconomic Status (SES)

Although low SES individuals are overrepresented in the number of reported cases of child sexual abuse, no differences in SES have been found in the prevalence of sexual abuse in non-clinical samples. Community surveys have found virtually the same rates of sexual abuse in all social classes (Russell, 1986; Finkelhor, 1984).

Ethnicity

According to most sexual abuse community surveys that have looked at the factor of ethnicity (Kercher & McShane; Russell, 1983; Wyatt, 1985), there appear to be no differences in the incidence of sexual abuse cases between White and Black populations. Also, there appear to be no differences in the rate of sexual abuse for whites and Blacks in the number of cases reported (Russell and Trainor, 1982). Some differences have been found for other ethnic groups. Studies related to sexual abuse in Latino populations will be discussed in a later section of this chapter.

Risk Factors

While the above mentioned observations are helpful in terms of getting a clearer picture of who the victims of sexual abuse are, they provide little light in identifying risk factors that could make some children more vulnerable to abuse than others. Efforts have been made by some researchers (Finkelhor, 1979, 1984, 1986; Fromuth, 1983 [cited by Finkelhor, 1986]; Russell, 1983) to identify risk factors in terms of family, social and psychological characteristics of the victims of sexual abuse as compared to non-abused children. Their research has helped in sorting out which clinical assumptions and theories about child sexual abuse hold true under empirical scrutiny. Most of this data is based on samples of female victims, or samples with negligible numbers of males.

Finkelhor (1984) identified eight risk factors for sexual abuse based on his 1979 study of 796 college students. These risk factors were the strongest independent predictors of sexual victimization. Among children with none of the factors present, he found virtually no victimization, of those with five factors, two-thirds had been victimized. Each additional factor accounted for 10 to 20% additional vulnerability. These factors will be presented as a framework since they are most relevant to the present study. The findings of other

studies will be discussed as well. The factors are the following:

1. Having a stepfather - This was one of the strongest factors associated with sexual abuse; "it more than doubled a girl's vulnerability" (p.25), according to Finkelhor (1984). It is interesting to note that these girls were at risk for being abused by the stepfather or by others as well. Russell (1986) found that 17% of daughters in her community survey who had stepfathers had been abused by them, while only 2% of those with natural fathers were abused. Gruber and Jones (1983) also found that "'living with a step or foster parent'" (p. 23) significantly discriminated between victims and nonvictims in his sample. Fromuth (cited by Finkelhor, 1986), however, did not find this to be true in her college student study using the same questionnaire as Finkelhor.

2. Having ever lived without the mother - Finkelhor (1984) found that "girls who ever lived without their mothers were three times more vulnerable to sexual abuse than the average girl" (p. 26). Herman and Hirschman (1981) found this to be true in terms of risk for father-daughter incest.

3. Child not close to her mother - If the mother was unavailable due to physical or emotional illness or was distant and unaffectionate, the daughter was at a higher risk for sexual abuse (Finkelhor, 1979). Herman and

Hirschman (1981) had similar findings. Gruber and Jones (1983) also found "poor relations with mother" (p. 23) to discriminate between victims and nonvictims. Goldman and Goldman (1988) also found that having an ineffective mother increased girls vulnerability to sexual abuse.

4. Mother did not finish high school - Forty-four percent of the girls who had been sexually abused in Finkelhor's study had mothers who did not finish high school. Russell (1986), however, found that girls whose mothers had graduated from high school were more likely to be sexually victimized than those who had mothers who either not finished high school or attended college.

5. Mother was punitive regarding sexual matters - These girls were found to be 75% more vulnerable to victimization than the typical girl in the sample (Finkelhor, 1984).

6. Father was not physically affectionate - Or when the father has particularly conservative family values, the daughters were found to be at higher risk (Finkelhor, 1984). Fromuth (cited by Finkelhor, 1986) also found that risk for abuse was related to the degree of closeness to the father. Fromuth, Finkelhor (1986) and Russell (1986) also found that girls who had lived without their natural fathers were at higher risk.

7. Family annual income under \$10,000 - This finding by Finkelhor (1979) has been disconfirmed by other studies

(Finkelhor, 1984; Goldman & Goldman, 1988; Russell, 1986; Wyatt, 1985) that have found no relation between social class and the incidence of sexual abuse in non-clinical populations.

8. Child has two friends or less during high school - Both Finkelhor (1984) and Fromuth (cited by Finkelhor, 1986) found this to be a risk factor in their college student samples.

Effects

The effects of child sexual abuse reported in the literature range from nightmares (Garfield, n.d.) to the development of multiple personality disorders (Coons, 1986). Much of this literature is based on small clinical samples with no control groups, nor standardized assessment tools, and relies for the most part on therapists' observations. There are many studies of adult clients who report sexual abuse in childhood. The impact of the child sexual abuse on their current psychological functioning is difficult to assess given the many other variables that have potential bearing on their functioning. Very few studies have attempted to control for such variables in order to narrow down those effects dependent solely or mostly upon the sexual abuse experience.

Studies of Sexually Abused Children. The child sexual abuse literature is replete with descriptions of the

effects of child sexual abuse on victims. Unfortunately, these studies are based on clinical samples with no control groups, therefore, the symptoms they report may or may not respond to the sexual abuse experiences per se. Porter, Blick and Sgroi (1982) have identified ten impact issues in sexually abused children which will be presented below as they basically summarize the symptoms reported in most of the clinical literature:

1. "Damaged goods syndrome" (p. 112) - The child feels damaged by his or her experiences. This belief can stem from actual physical damage such as: contracting a venereal disease, pregnancy, or having experienced pain as part of the activity.

2. Guilt - Children feel guilty about having engaged in the sexual behavior, and, if they have disclosed the abuse, they may feel that they have betrayed the perpetrator, and that they are responsible for the family disruption that is likely to occur following the disclosure.

3. Fear - In addition to the fears mentioned in #1, children are fearful of subsequent episodes of sexual abuse and of reprisal by the perpetrator after disclosure.

4. Depression - Most victims show signs of depression. Some will present overt symptoms such as sadness, passivity or withdrawal. Others will present

masked symptoms such as fatigue or physical illness. In some cases, children may attempt suicide.

5. Low self-esteem and poor social skills - Some caused by self-perceptions or by societal views of victims. Also, victims of intrafamilial abuse are often kept isolated from peers, therefore, have not developed appropriate social skills. They feel helpless and unworthy and undeserving of anything.

6. Repressed anger and hostility - Victims are usually angry at the perpetrator and at others who failed to protect them from the sexual abuse.

7. Inability to trust - Due to the betrayal by a trusted person, these children have difficulties developing trusting relationships with others.

8. Blurred role boundaries and role confusion - Having participated as sexual partners with adults, these children present as confused about their roles. In cases of intrafamilial abuse, this is exacerbated by the unclear boundaries between generations within the family.

9. Pseudomaturity and failure to complete developmental tasks - "The extensive stimulation and preoccupation with the sexual relationship tends to interfere with accomplishment of age-appropriate developmental tasks of childhood and adolescence. In addition, role confusion often leads to the child's

premature assumption of an adult-like role in an incestuous
f a m i l y "

10. Self-ma

sexually abused feel like they have no control or
responsibility for what happens in their lives.

Researchers have been studying child sexual abuse
victims in an effort to provide data which will help
confirm or disconfirm theories regarding the initial and
long-term effects of child sexual abuse which have been
based solely on clinical cases. Results of empirical
studies with child victims and adult survivors of sexual
abuse will be presented below beginning with the latter.

De Francis (1969) studied 263 child victims of sexual
abuse reported to child protective agencies in Brooklyn and
the Bronx in New York City. He found that two thirds of
the victims had been "emotionally damaged by the
occurrence; about half (52%) were assessed to be mildly to
moderately emotionally disturbed and 14% were found to be
severely disturbed" (p. 221). Factors contributing to
their emotional problems were the detrimental effects of
their guilt feelings, anxiety, fear and rejection as a
consequence of the sexual abuse. The victims demonstrated
their emotional emotional by exhibiting behavioral problems
such as "hostile-aggressive behavior, 55%; antisocial,
delinquent behavior, 19%; school problems, 57%" (p. 221).
Furthermore, 29 of the child victims became pregnant as a

result of the offense. De Francis stated that these girls had the added impact of fear anxiety, shame and loss of self-esteem because of the visibility of their condition and the additional responsibilities this imposed on them. The problems with this study stem mainly from its sample which consisted of reported cases of mostly minority and multiproblem families. Also, no formal standardized assessment tools were used to determine the degree or nature of the victims' disturbance.

Kaufman, Peck and Tagiuri (1954) studied 11 girls who were victims of father-daughter incest. They found that depression and guilt in connection with the disruption of the home were present in all of the girls. The depression was manifested by expressions of grief, suicidal threats and mood swings. They seemed to be seeking punishment to assuage their guilt. Ways of dealing with their anxiety were acting out, and seeking forgiveness from their mothers. Other problems found were: learning difficulties, bossiness, sexual promiscuity, runaway behavior and somatic complaints. Loss of appetite and abdominal distress were the most frequent somatic complaints. They were administered a battery of standardized tests, and were found to perform below their potential. Projective techniques indicated depression, anxiety, confusion over sexual identification, fear of sexuality, oral deprivation, and oral sadism.

Conte and Schuerman (1987) studied 369 sexually abused children and a control group of 318 children from the community. The children were between 4 and 17 years old. Data was collected at or near the time of disclosure of the abuse from the non-offending parent, the social worker, and the child if she or he was over 12 years old. A symptom checklist and a child behavior profile were used to collect the information. They found that there were large differences in the number of symptoms exhibited by abused and non-abused children (198 abused children had a mean 7.4 and 160 nonabused children had a mean of 2.7). After controlling for demographic and other differences between samples, they found that those differences did not explain the variance on the following factors: aggression, withdrawal, acting out, and anxious to please/tries too hard.

Friedrich, Beilke, and Urquiza (1987) investigated the problem behaviors of a group of 93 preschool and elementary-aged sexually abused children in comparison with a sample of 64 nonabused children from a psychiatric outpatient clinic and a sample of 78 nonabused children from a well-child clinic. Information about the children was gathered from the mothers on a standardized behavior checklist, and ratings of family conflict, cohesion and support for the child were given by the caseworkers/therapists. Family variables were significantly related to

the extent of behavior problems. They found "that sexually abused children display a significantly greater number of behavior problems and fewer social competencies than non-abused children" (p. 399). However, when compared to a psychiatric outpatient group they were found to similarly internalize behavior problems, to exhibit fewer total behavior problems overall, to be more socially competent, and to exhibit more sexual behavior problems than outpatients. Both groups were found to suffer from depression and anxiety, but sexually abused children were less hyperactive and aggressive. Sexually abused children presented more sexual behavior problems than either outpatients or normal controls, both of which presented similarly in this area.

Adams-Tucker (1982) who studied 28 sexually abused children found "the following 6 clusters of complaints arranged in decreasing order of severity: 1) self-destructive/suicidal, as well as withdrawal/hallucinations; 2) aggression, sex-related complaints, and running away; 3) problems concerning school and oppositional difficulties with parents, siblings, or peers; 4) anxiety; 5) psychosomatic complaints; and 6) sleep-related complaints" (p. 1254). Their daily functioning at school and home as well as their sleep and bodily functions were greatly impaired as a result of the high degree of fear they experienced. In spite of these problems, their diagnoses

did not reveal serious levels of pathology. She also found that female children; children who did not have the support of a close adult; children who were molested by their fathers; and, children who were genitally molested were had higher levels of emotional disturbance. When the abuse had begun at an early age and was long-standing or when the abused child was a teenager regardless of duration, the emotional disturbance was more severe.

Despite the fact that a diagnosis of multiple personality disorder is usually associated with adults, Bowman, Blix, and Coons (1985) and Coons (1986) report on cases of children afflicted by this disorder. They hold that this syndrome is associated with an extremely high incidence of physical and/or sexual abuse during childhood. The dissociations characteristic of this disorder act as defense mechanisms against painful experiences or memories.

Another type of dissociative experience in victims of child sexual abuse is reported by Goodwin, Simms, and Bergman (1979) and by Gross (1979). Both of these groups of researchers found cases of hysterical seizures occurring in adolescent girls who had been victims of incest. As explained by Gross, the dissociation seemed to stem from fear of further attack. These girls were remarkable in their indifference toward their symptoms. These girls usually had a rapid recovery upon being hospitalized (being

safe from further abuse) once they had the opportunity to talk about the abusive experiences while at the hospital.

Brooks (1985) studied 18 adolescents who had been sexually abused and found that they were divided into two groups, those who reported no-problems in their lives and those who presented psychological distress. The symptoms presented by the girls in the "distressed group were depression, frequent hostility, and somatization, with paranoid and schizoid/psychotic trends" (pp. 406-407). Brooks suggests "that the 'no-problem' symptom profile is simply the result of ... the overwhelming use of denial" (p. 407).

Gomes-Schwartz, Horowitz, and Sauzier (1985) studied 156 families involved in a treatment program for children who had been victimized in the prior 6 months. They utilized standardized measures to assess these children and found differences in the levels of pathology presented by children in different age groups. The 4 to 6 year old group was found to present more pathology than a non clinical population and less than other psychiatric populations. Symptoms of children in this age group included severe fears, aggression and antisocial behavior, and hostility. They also presented more sexual behavior than either clinical or general population. The 7 to 13 year old group was found to present the highest incidence of psychological disturbance with forty-six percent in the

seriously disturbed range. More children in this group presented the symptoms presented above.

Few of the adolescent victims in the Gomes-Schwartz et al.'s (1985) study were found to exhibit severe psychopathology. Thirty-six percent had elevated scores on the fear of being harmed. Twenty-three percent had elevated scores on hostility directed outward. No evidence was found that children who have been sexually abused suffer from lower self-esteem than normals.

Studies with Women Sexually Abused as Children.

Courtois and Watts (1982) classify complaints presented by adults with histories of child sexual abuse in two categories: 1) concerns about self, which include the areas of identity, self-esteem, physical functioning, and sexual functioning; and 2) relations with others, which include relationships in general, marital relations, parental relationships with their parents and with their children.

Fromuth (1986) studied college students and explored the relationship of childhood sexual abuse with later sexual behavior and psychological adjustment. She found little evidence that a history of sexual abuse made a unique contribution in predicting later psychological adjustment. In terms of sexual behavior there was some evidence that the sexually abused did tend to experience a wider range of sexual activity and to be more sexually active than the non-abused. After accounting for family

relations variables, there was evidence that the sexually abused were more likely to have engaged in sexual intercourse, masturbation, and homosexual experiences. Additionally, they were more likely to have engaged in non-coital sexual behavior at a higher rate, and to describe themselves as promiscuous. Another finding of the Fromuth study was that the sexually abused were more likely to later be victims of rape or other nonconsensual experiences. There was no evidence that the sexually abused were more likely to have problems or were avoiding sexual activity. This sample may have been composed of a group of the healthiest survivors of sexual abuse given that they were attending college. Therefore, these results are not generalizable to all victims.

Herman, Russell, and Trocki (1986) compared two groups of adult women with a history of incest; a non-clinical sample (N=152) and a sample of outpatients in therapy (n=53). Virtually all the women in the community survey said that they had been upset by their abuse experience at the time that it had occurred. All the women in the patient sample assessed themselves as having suffered considerable or severe long-term effects from their sexual abuse experiences. Twenty-two percent of the women in the community sample stated that they were not aware of any long-lasting effects of the abuse; 27% complained of only residual effects. Half of these subjects perceived

substantial lasting effects. When asked to specify how their experiences of sexual abuse had affected their lives, they commonly referred to negative feelings about men, sex or themselves. Other complaints included generalized feelings of anxiety and distrust, difficulties in forming or maintaining intimate relationships, and sexual problems. The community subjects' perceptions of lasting harm were significantly associated with abuse experiences that had been forceful or violent, that involved a high degree of physical violation, or that occurred over a prolonged period of time. In addition, greater harm was correlated with greater age differences between the victim and the perpetrator. A nonsignificant trend was also noted toward estimates of greater harm the earlier the onset of the abuse had been. The closer the relationship between perpetrator and victim, the greater the victim's perception of lasting harm. The abuse histories reported by the patients differed markedly from those reported by the informants in the community survey. The types of experiences generally described as least traumatic by the women in the community sample were rarely reported by the patients, while the types of histories judged to be most traumatic by the women in the community sample were common among the patients.

Silbert and Pines (1981) studied 200 juvenile and adult street prostitutes. They found that 60% of the

subjects were sexually abused before the age of 16 by an average of 2 people each over an average period of 20 months. Two-thirds were abused by father figures. Seventy percent of those abused reported that the sexual exploitation affected their eventual entrance into prostitution.

Meiselman (1978) studied 26 cases of father-daughter or stepfather-daughter incest in which at least three years had elapsed since the incest occurred. These women were receiving psychotherapy. A control group of 50 female psychotherapy patients was used. Presenting complaints were more numerous for the incest victims (3.4) than in the control group (2.5). It appears that the two groups were very similar in the percentage of patients complaining of depression, anxiety, suicidal thoughts, hostility, phobias, and problems with handling their children. The extra complaints presented by the incestuous daughters were in the categories of conflict with (or fear of) husband or sex partner, conflict with parents or in-laws, physical problems, and sexual problems (other than incest). Psychiatric hospitalization was present in the histories of 23% of the incestuous daughters as compared to 14% of the control sample. No differences were found in terms of initial diagnoses given to the two groups. It is Meiselman's opinion that there is no association between father-daughter incest and the development of any

particular kind of personality disorder or serious psychopathology in the daughter as an adult.

Taking their entire clinical record, patients in Meiselman's study were assigned one of three classifications: mildly disturbed (personality disorders and adjustment reactions, moderately disturbed (neuroses); and seriously disturbed (psychoses, borderline conditions, and serious attempts at suicide). Thirty-two percent of the incest group were seen as mildly disturbed, compared with 43% of the control group; 32% of the incest group as severely disturbed, 20% of the control group. Disturbance was related to incest at an early age. Thirty-seven percent of the prepubertal daughters appeared seriously disturbed, 17% of the adolescent daughters (Meiselman, 1978). A greater incidence of marital problems was found among women in the incest group. Close to one-fourth of the women in the incest group and one-tenth of the control group were described as masochistic in a nonsexual way.

More women expressed feeling at their mothers (60%) than at their fathers (40%). Almost 90% of the patients indicated that they had currently or in the past experienced sexual problems. Only twenty percent of the control group reported problems related to sexuality. Twenty-three daughters who were seen in therapy over three years after incest had become gay or had had significant

experiences or conflicts centered on homosexual feelings (Meiselman, 1978).

Finkelhor (1979) in his college student survey found that fifty-eight percent said they reacted with fear. Another common reaction was shock. Twenty-six percent of the girls said they reacted with shock at the time of the experience. About one-fifth said they were surprised. A few reported that their reaction had been neutral and eight percent that it had been pleasurable. Sixty-six percent remembered the experiences as having been negative. Students who had been sexually abused had lower levels of sexual self-esteem than other people in the sample.

Briere and Runtz (1987) studied 152 patients in counseling. Forty-four percent had histories of childhood sexual abuse. These patients were found to be more likely to be taking psychoactive medication, to have a history of substance addiction, to have been revictimized in an adult relationship, and to have made at least one suicide attempt in the past. Abuse victims were also more likely to report a variety of dissociative experiences, sleep problems, feelings of isolation, anxiety and fearfulness, problems with anger, sexual difficulties, and self-destructiveness.

Benward and Densen-Gerber (1975) studied a sample of 118 women in a residential treatment program for drug abusers. They found that forty-four percent of this sample had been involved in an incestuous experience. Sixty-four

percent of these were incidents with adult offenders. Antisocial behavior was found to be largely as a consequence of their incestuous experiences. In cases, where the children participated voluntarily, the early experience was found to lead to a premature development of sexuality. In cases where the interaction was forced, Benward and Densen-Gerber state that the child's ego was helpless to cope with the frustration, rage, and conflict. In both types of cases, the resultant anxiety and guilt were found to be difficult if not impossible to manage. The consequences of this experiences, according to the investigators are: disruption of normal development, with defective superego formation; loss of self-esteem; unresolved grief and internalized anger; and, difficulties in maintaining healthy interpersonal relations. Benward and Densen-Gerber concluded that at adolescence, with an increase in both psychological and physical anxiety, females became even more desperate to find relief from their situation and/or previously unmastered conflict. Thus, they were is especially prone to seeking outlets for her inner turmoil via antisocial behavior such as promiscuity and relief through the use of drugs. Since they had not received protection as children, they were unable to protect themselves from unhealthy behavior and relationships.

de Young (1982) studied 20 victims of child sexual abuse, 10 of which were seen years after the abuse had occurred. She found that they suffered from feelings of guilt, stigma about having been abused, flashbacks of the abuse situation, anger, hurt, and fear. Also, due to the betrayal experienced in cases where the offender was a trusted person, they tended to develop depressive and anxiety reactions.

In summary, the research-based literature accumulated supports the notion that the following effects are associated with children who have been sexually abused: fear, anxiety, anger, school difficulties, and sexualized behavior problems. In terms of long-term effects, the literature seems to confirm that the following symptoms are likely to be found in adult survivors of sexual abuse: depression, anxiety, low self-esteem, problems in sexual functioning, and difficulties in interpersonal relationships. Also, it has been found that victims of sexual abuse may be more prone to be revictimized later in their lives.

Offenders

Child sex offenders go for the most part undetected. This is evident when one compares the statistics on child sexual abuse victims with those on offenders involved in the judicial and/or the mental health systems. Some of the

reasons for this are: the relative powerlessness of the child victim in this situation, the stigma associated with this type of offense, and the scarcity of services available to this population among others. Nevertheless, several practitioners and researchers have put forth theories based on their work with these subjects. Most of this information has been gathered from incarcerated offenders, therefore, the conclusions gathered from this sample of sex offenders may tend to refer only to the most extreme cases. Those who were so blatant or extreme in their offense behavior are the ones who come to the attention of the legal authorities in one way or another. One of the most frequently asked questions regarding sex offenders against children is : "What type of person would be capable of sexually molesting a child?". Concurrent with this question, there exist widely spread misconceptions as to the identity and characteristics that describe child molesters. Groth (1978) summarizes some of the most prevalent:

The layperson imagines the sex offender to be a stranger, an old man, insane or retarded, alcohol or drug-addicted, sexually frustrated and impotent or sexually-jaded, and looking for new "kicks". He is "gay" and recruiting little boys into homosexuality or "straight" and responding to the advances of a sexually provocative little girl (pp. 3-4).

While some cases will indeed confirm some of those observations, research and clinical data point to the fact

that this is not a homogeneous population. Knopp (1984) in her review of sex offender treatment methods and models states:

Realistically, the sex offender may be a close relative, friend, or acquaintance rather than a stranger; an older person or a youth as young as eight years of age; wealthy or poor; a Caucasian or person of color; gay or straight; literate or illiterate; able or disabled; religious or non-religious; a professional, white- or blue-collar, or unemployed worker; and a person with an extensive criminal record or one with no recorded offense history. Although usually male, the offender sometimes is reported to be female (pp.4-5).

Regarding the belief that the offender is a stranger to the victim, Groth, Burgess, Birnbaum and Gary (1978) found that of the 148 child molesters that were referred to them following conviction for a diagnostic assessment of their dangerousness, 71 percent knew the victim at least casually and 14 percent were members of the immediate family.

Age

The notion that the offender is a "dirty old man" has been dispelled by most researchers who have found that most child sexual abuse perpetrators commit their first sexual offense during adolescence (Becker, 1985; Groth, Hobson & Gary, 1982). Mohr, Turner and Jerry (1964) who studied close to 100 pedophiles in Toronto, Canada found that pedophiles were distributed in three age groups with peaks in puberty, the mid-to-late thirties and the mid-to-late fifties. He described the groups as: (1) adolescent

pedophilia, in which the adolescent has delayed sexual exploration with very young victims, (2) middle-age pedophilia, which represents regression after failure at sexual relations with a peer, and (3) senescent pedophilia, in which the pedophilic behavior represents an escape from loneliness and impotence.

Alcohol abuse

While it is almost always mentioned in the literature, the role that the use of alcohol plays in cases of sexual abuse is unclear. Some believe that alcohol may contribute to lowering or eliminating inhibitions against acting on pedophilic impulses (Finkelhor, 1984; Mrazek & Kempe, 1981). Meiselman (1978) reported that usually between 20 and 50 percent of samples of incestuous fathers are labeled alcoholic. Justice and Justice (1979) place this figure between 10 and 15 percent. However, Groth et al. (1982) believe that alcohol and drug abuse play a relatively minor role in the commission of these offenses.

Mental deficiency

The presence of mental illness and/or retardation among sex offenders is another myth. While a small number of perpetrators suffer from mental illness or mental retardation, in general they do not differ from the non-offender population (Cavallin, 1966; Groth et al., 1978; Mohr et al., 1964).

One trait frequently found in studies is that sex offenders present paranoid traits (Meiselman, 1978; Ralphling Carpenter and Davis, 1967;; Shelton, 1975; Weiner, 1962). Given that these studies were done after their offenses were discovered, this finding may respond more to situational factors than to an enduring personality characteristic of the perpetrator.

Motivation

What motivates individuals to commit sexual offenses against children is a highly controversial issue. The satisfaction of emotional needs, issues of power and control, and the expression of aggressive impulses rather than sexual desires are seen by many (Forward & Buck, 1978; Groth, 1979; Sgroi et al., 1982) as the sources of motivation for these behaviors. Finkelhor (1984), on the contrary, argues that "all sexual behavior... is laden with nonsexual motivation.... and, that the fact that the needs took a sexual form of expression reveals an erotic component" (p.34).

Family background

In terms of their family backgrounds, most offenders seem to have come from poor (Kaufman, Peck & Tagiuri, 1954; Weiner, 1962), broken homes (Forward & Buck, 1979; Weiner, 1962). Their relationships with their fathers seem to have been disturbed, ambivalent and lacking in warmth (Kaufman et al., 1954; Weiner, 1962). Hostility towards their

mothers was a common finding in several studies with offenders (Cavallin, 1966; Langevin, Handy, Hook, Day & Russon, 1983). Forward and Buck (1979) found that the mothers of incestuous fathers had been physically or emotionally absent from their sons who had grown up insecure, resentful and fearful of women.

Incestuous Families

Father-daughter incest has been the most researched type of incest and is the focus of this section. The typical family dynamics of father-daughter incest, and the characteristics of and role attributed to the non-offending parent will be reviewed.

Incestuous families have been described in the literature as dysfunctional (Lustig, Dresser, Spellman and Murray, 1966; Mayer, 1983; Swanson & Biaggio, 1985) and "character disordered" (Anderson & Shafer, 1979). While different writers have focused on different aspects of the family, the similarities which they describe are remarkable.

Until recently, most writers on the topic of incest viewed all members of the family as colluding in maintaining the incest behavior. Machotka, Pittman & Flomenhaft (1967), for example, stated, "Incest --as much other behavior, pathological or not-- appears to be determined by an interpersonal triangle" (p.98). Incest

has been seen as a way in which families avoid family disintegration (Lustig et al., 1966; Gutheil & Avery, 1977) or family conflict (Furniss, 1984).

According to Rist (1979), incest occurs in a three-generational structure in which the dynamic of rejection and abandonment, rather than sexual deviation plays a decisive role. Given their backgrounds, the three family members are thought to have strong unmet dependency needs (Kaufman, Peck & Tagiuri, 1954).

A great deal of attention has been given to the role of mothers in incestuous families and much of the responsibility for the incest behavior has been placed on this "unloving, cold, or hostile woman who rejects him [the husband] sexually and causes him to seek sexual gratification elsewhere She places the daughter in the most difficult position of assuming the role of wife and lover of her own father, thereby absolving herself of this unwanted role" (Ralphling, Carpenter & Davis, 1967, p.505).

Lustig et al. (1966) summarized five conditions upon which the existence of overt father-daughter incest depends: 1) the daughter takes over the mother's role, becoming the central female figure of the household; 2) there is an impaired sexual relationship between the parents; 3) the father is unwilling to act-out sexually outside the family; 4) a fear of family disintegration and

abandonment is shared by all protagonists; and 5) the non-participating mother consciously or unconsciously sanctions the incest.

These theories have been highly criticized by feminists who allege that incest occurs within a patriarchal context in which women have little power (James & McKinnon, 1990). They challenge the assumption that women are responsible for men's behavior, and accuse those theorists of assuming a position that blames the victim.

Studies with Latino Samples

As stated earlier in this paper, the variable of ethnicity has been neglected in the sexual abuse literature. Some studies with large numbers of minority subjects have not analyzed their data by ethnic group while others have avoided the issue by limiting their samples to Caucasian. I will report the findings of the few studies that have reported information regarding Latinos.

De Francis (1969), in a study of 250 families reported to child protective agencies in Brooklyn and the Bronx, found that, in general, offenders victimize children of their own race, however, the largest differential was found between Puerto Rican offenders (31%) and Puerto Rican victims (37%). The staff accounted for the 6% difference "by the fact that Puerto Rican children were more frequently victimized by neighbors and storekeepers,

themselves not always Puerto Rican, than was true for white or Negro children"(p.20).

De Jong, Hervada & Emett (1983) studied 566 children under 16 years of age who came to the Pediatric Sexual Assault Crisis Center of the Thomas Jefferson University Hospital in Philadelphia between 1976 and 1979. Thirty-one or 5.5% of the sample were Spanish-surnamed children. Differences were found among racial groups regarding the ratio of male to female victims; one out of three Spanish-surnamed victims were male compared with one out of every six Black and white victims. A difference in the distribution of the ages of the victims was also found for males and females with respect to racial origin. The median age for Spanish-surnamed females was 12, while it was 13 years old for whites, and 10 for Blacks. For male victims the median age was 7 years old for Blacks and whites, and 11 years old for Spanish-surnamed. Contrary to the findings of De Francis, assailants were found to be of the same racial origin as the victims across racial groups.

These authors speculate as to the possible reasons for the higher proportion of males in this population and for the higher median age for both male and female victims. They hypothesize that factors such as loyalty to the Spanish language and lower English competency, fear of police involvement, reluctance to involve strangers in family matters, and attitudes that foster suppression of

child's emotions and rewards stoic compliance and obedience may account for the differences. The older child may be more competent in language skills and independent enough in self-expression to report assaults, while the younger child may have neither the skills nor the independence to make reports. If male children were to achieve this independence at an earlier age than females, this could explain both the age and sex differences.

Lindholm and Willey (1986) performed a study of 4132 cases of child abuse reported to the Los Angeles County Sheriff's Department from November, 1975 through November, 1982. Hispanic children (28.2%) and Anglo children (26.7%) were more likely to have been sexually abused than Black children (16.6%). Differences were also found in the proportion of physical abuse to sexual abuse among Hispanics (73% vs. 28.2%), Blacks (81.3% vs 16.6%), and Anglos (73% vs. 26.7%). In terms of the types of sexual abuse activities, Anglo and Hispanic girls were twice as likely to have been fondled than were black girls. On the other hand, fewer Anglo females had to participate in sexual intercourse than Hispanic or black females. Sodomy was rare in general but Hispanic boys were slightly more likely to have been sodomized than Anglo boys, and black boys were not sodomized at all.

Russell (1986) performed a survey study of a probability sample of 930 women in San Francisco. Sixty-

six or 7.1% of the subjects were Latinas. A statistically significant relationship between race and ethnicity and the degree of trauma reported was found; 83% of Latina incest victims reported extreme or considerable trauma compared with 79% of Afro-american victims, 50% of Asian victims, 49% of white victims and 71% of incest victims of other ethnic groups. A slightly higher but not significant incestuous rate was found for Latina women (20%) than for other groups: white (17%), Afro-american (16%). Latina women (7.5%) were also slightly over-represented as victims of both biological fathers and step-fathers as compared to non-Jewish whites (5.4%) and Afro-American (4.4%).

Kercher and McShane (1984) mailed a questionnaire to a representative sample of the adult population of Texas. The racial and ethnic distribution of the sample paralleled that of the Texas census. Sexual victimization rates were found to be higher for Hispanic females (21.7%) than for Black females (10.4%) and white females (9.8%).

Studies in Puerto Rico

Knudson (1981) interviewed the therapists and/or the mothers of 36 girls involved in father-daughter incest receiving services at the Rape Crisis Center in Puerto Rico. The families in her study represented all social, economic and educational strata. Various areas of dysfunction were identified in the families. The majority of mothers (53%) were victims of abuse by their husbands,

36% of fathers were habitual alcohol drinkers, the child was threatened with physical harm by the father in 79% of cases; 82% of the girls were under 12 years of age. Most of the mother-daughter relationships were good, but 24% of the mothers did not protect their child from the abuse.

Munoz (1975) studied 516 cases of child sexual abuse reported to the police, 122 cases reported to the Department of Social Services and 167 cases reported to the Department of Public Education in Puerto Rico during 1975. His findings were as follows:

- 1) Rape (38%), seduction (32%), and indecent exposure (11%) were the most often reported incidents.
- 2) Incest made up 5% of the reports.
- 3) 55% of the reported cases came from rural areas vs. 40% from urban areas.
- 4) Ninety percent of the victims were girls, and 4% were boys.
- 5) The age of the victims was mostly between 12 and 17 years old (77%). (Munoz does not indicate whether this was the age at the time of the sexual abuse or at the time that the report was made).
- 6) Information regarding the relation between victim and perpetrator was not available for 348 (67%) of the cases. Of the remaining 168 (33%), all of which were known to the victim, in 48% of the cases, the perpetrator was a boyfriend or common-law husband of the minor (which in most

of the reviewed literature would not be considered child sexual abuse since peers were involved), 19% were fathers or step-fathers, 4% were other relatives, and 29% were acquaintances.

7) Reports were filed by the mothers in 41% of the cases, by the victim in 27% and by the father in 18%.

Ferracuti (1969) studied 20 incarcerated incest offenders and their families during 1959 and 1960. Their findings were as follows:

- 1) The average age of the offender at the time of incest was 42 years.
- 2) Eighty-five percent of the subjects lived in rural areas and were agricultural workers.
- 3) Two were illiterate and only three had more than four years of schooling.
- 4) The average IQ of these men was 72. All were judged to be or borderline intelligence or mentally retarded, however, given the lack of formal education, these results can not be considered reliable.
- 5) Regarding alcohol use, ten were habitual drinkers, nine were alcoholics, and one did not use alcohol.
- 6) In thirteen cases, the mother had been absent or temporarily distanced from the family or had died.
- 7) Fifty percent of the families were described as isolated, with very few friends.

- 8) The cases were reported by relatives in 14 cases, by neighbors in 6, by the wife in 5, and by the victim in 1 case.
- 9) Eleven of the victims were between 10 and 15 years old, and 9 were between 16 and 21.
- 10) In seven cases, the victim had been absent from the home for a long period of time prior to incest.
- 11) In six cases, the victim had been substituting the absent or deceased wife in terms of household duties.
- 12) Five of the victims were known to have become prostitutes later on in their lives.

Summary

A tremendous amount of literature on child sexual abuse has been generated in the United States over the past 15 years. Much progress has been made in understanding the extent of the problem, the characteristics of female victims, and the effects of these experiences on them. Little has been published regarding male victims of child sexual abuse. Treatment programs that respond to the needs of victims and families have been developed. Progress has not been as rapid in the understanding and treatment of offenders. The legal repercussions preclude many offenders from seeking help with their problem, and the information we have is largely derived from incarcerated offenders. The subjects of race and ethnicity have been largely

ignored in this field. Research and clinical data are necessary to build a base of knowledge regarding sexual abuse among different ethnic groups. By ignoring the differences among ethnic and racial groups with regard to sexual abuse of children, we may continue to use treatment approaches which may or may not be relevant to their needs.

CHAPTER 3

METHODS

This chapter will begin with a description of the research methods used in this study, including research design, hypotheses, and implementing questions. Population description, subject selection, instrumentation, and data collection and analysis will then be discussed.

Based on the the review of the literature, the following hypotheses, stated in the null, were posed:

Hypotheses

1. There will be no significant difference between the percentage of childhood sexual abuse reported by the Puerto Rican students in this replication study and the New England students in the original study (Finkelhor, 1979).
2. There will be no significant differences in the characteristics of the childhood sexual abuse experiences reported by the Puerto Rican students in this replication study and those reported by the New England students in the original study.

Implementing Questions

Since this is a replication study, the investigation is guided by the same basic questions asked about the New England sample in the original study (Finkelhor, 1979).

1. What is the prevalence of childhood sexual abuse in a sample of Puerto Rican college students?
2. What are the demographic characteristics and family background of college students who report having experienced childhood sexual abuse?
 - a. Age
 - b. Sex
 - c. Socioeconomic status
 - d. Parent's marital status
 - e. Having a stepparent
 - f. Happiness or unhappiness in parents' marriage
 - g. Religious affiliation
 - h. Population size of home town
 - i. Relationship with parents (close vs. distant)
 - j. Family size
 - k. Presence of non-nuclear family relatives in the home
 - l. Overcrowding in the home (more than two people per bedroom)
 - m. Living apart from mother or father before age 16
 - n. Peer relations (many vs. no good friends at age 12)
3. Are there significant differences between the demographic and family background characteristics of students who report childhood sexual abuse and those who do not? If there are differences, what are they?
4. Are there significant differences between the demographic and family background characteristics of female students who report sexual childhood abuse and male students who report childhood sexual abuse?
5. What types of sexual experiences do students report?
6. Is there a significantly higher rate of reported childhood sexual abuse at a particular age range?
7. Who are the older participants? (age, sex, relationship to student)

8. Who initiated the sexual experience?
9. In what percentage of the cases was force used during the sexual experience?
10. In what percentage of the cases was the partner drinking?
11. How many times did each experience occur?
12. What was the duration of the experiences?
13. Did the student tell anyone about the experience? Who did s/he tell?
14. What was the response (supportive vs. angry) of mothers and fathers who were told about sexual abuse experiences by their children?
15. What was the student's reported response to the event at the time?
16. How do the subjects assess the experience now (positive, mostly positive, neutral, mostly negative, negative)?
17. Is there a relationship between the students' reported assessment of the experience and
 - a. the age of the other participant?
 - b. age of the child at the time of the experience?
 - c. the age difference between the participants?
 - d. whether they told someone or not?
 - e. the response of the person told?
 - f. the sex of the child?
 - g. the use of force?
 - h. the frequency of the experience?
 - i. the duration of the experience?
18. Are there differences between the Puerto Rican sample and Finkelhor's (1979) New England college student sample in any of the above areas?

Definition of Terms

Sexual experiences will refer to the following activities which are asked about in the questionnaire:

- a. An invitation or request to do something sexual
- b. Kissing and hugging in a sexual way
- c. Another person showing his/her sex organs to you.
- d. You showing your sex organs to another person.
- e. Another person fondling you in a sexual way.
- f. You fondling another person in a sexual way.
- g. Another person touching your sex organs.
- h. You touching another person's sex organs.
- i. Intercourse, but without attempting penetration.
- j. Intercourse.
- k. Others as indicated by the participants of the study.

Sexual abuse will refer to the above mentioned activities when they meet the following criteria:

- a. Child under age 13 with partner over age 18.
- b. Child under age 13 with partner under 19 but 5 or more years older than the child.
- c. Child 13 to 16 years old with partner 10 or more years older than the child.

This definition of sexual abuse is identical to that used by Finkelhor. In the process of selecting a definition of sexual victimization to use in his study, he rejected definitions by the consent standard, that is, those experiences to which the child did not consent to. The reasons for rejecting it were: first, that children are not fully aware of the meaning and consequences of sexual behavior; and, second, that children are under the power and authority of adults which makes them unable to freely consent or not consent. He also rejected defining sexual victimization by whether or not the person felt victimized by the experience because it was considered to be too subjective, and because there were people who would either reject or embrace the victim label.

The definition based on age discrepancy chosen for the study refers to community standards about what is an exploitative sexual relationship. Finkelhor (1979) identifies three advantages to this method: first, objectivity and ease of use; second, some states use it to assess the legality or illegality of sexual acts involving children; and third, it is the method used by other research which will allow for comparison of the results.

Sample

The sample was comprised of 603 undergraduate Puerto Rican college students, of whom 206 were males, 365 were female, and 32 were individuals who did not indicate their gender. Participants ranged in age from 18 to 54, the mean age of the group being 22.2 years (see Table 3.1). The religious background of the majority of the participants was Catholic. Four hundred and thirty-two students (71.64%) were Catholic, 91 were Protestant (15.09%), 2 were affiliated to other religions (0.33%), twenty-two had no religious affiliation (3.65%), and 56 did not indicate their affiliation (9.29%) (see Table 3.2).

As Table 3.3 illustrates, two hundred and seventy-four respondents (45.44%) grew up in towns with populations between 25,000 and 100,000 inhabitants, which is the population size of most towns on the island.

Table 3.1
Participants' Age

	N = 603	
	<u>n</u>	<u>%</u>
18-21	266	44.11
22-24	88	14.59
25-30	33	5.47
31 +	35	5.80
Did not respond	181	30.02

Table 3.2
Religious Affiliation of Participants

	N = 603	
	<u>n</u>	<u>%</u>
Catholic	432	71.46
Protestant	91	15.09
Other	2	0.33
No religion	22	3.65
Did not respond	56	9.29

The parents of three hundred and seventy-four of the subjects (62.02%) were living together when the students were twelve years of age. One hundred and twenty-one students (20.07%) had parents who were divorced. The fathers of 60 students (9.95%) and the mothers of 18 students (2.99%) were deceased. The parents of 17 students (2.82) lived apart for other reasons.

Table 3.3

Size of Participants' Hometown

	N = 603	
	<u>n</u>	<u>%</u>
Farm	24	3.98
Town of under 5,000	31	5.14
Town between 5,000 and 25,000	110	18.24
Town between 25,000 and 100,000	274	45.44
Town between 100,000 and 500,000	83	13.76
Town of over 500,000	42	6.97
Did not respond	39	6.47

One hundred and sixty-one students (26.70%) reported having lived apart from their fathers for some time before the age of 16. Forty-six students (7.63%) indicated having lived apart from their mothers for some time before the age of 16. Most students in the sample reported feeling close or very close to their parents (see Table 3.4).

Sixty-six students (10.95%) reported having step-fathers, while twenty-six (4.31%) reported having step-mothers.

Nineteen students (3.15%) were only children in their family. Almost sixty-three percent of the sample had one to three siblings (see Table 3.5).

As Table 3.6 illustrates, 38% of the fathers were blue-collar workers and 40% were either proprietors or professionals. The majority of the mothers (51%) of students in the sample did not work outside the home.

Table 3.4

Degree of Closeness to Parents

	N = 603			
	To Father		To Mother	
	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>
Very close	131	21.72	237	21.72
Close	152	25.21	125	20.73
Somewhat close	83	13.76	36	5.97
Not close	23	3.81	6	1.00
Distant	40	6.63	5	0.83

Table 3.5

Number of Siblings

	N = 603	
	<u>n</u>	<u>%</u>
0	19	3.15
1	122	20.23
2	137	22.72
3	119	19.73
4	57	9.45
5	49	8.13
6	23	3.81
7	14	2.32
8	8	1.33
9	12	1.99
10	7	1.16
11	5	0.83
12	2	0.33
13	4	0.66
14	1	0.17
15	1	0.17
NR	23	3.81

Table 3.6
Parents' Occupation

	Father		Mother	
	N = 603		N = 603	
	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>
Semiskilled or unskilled worker	120	19.90	60	9.95
Skilled worker	111	18.41	31	5.14
Farmer	31	5.14	2	0.33
Clerical or sales	44	7.30	31	5.14
Proprietor	60	10.00	17	2.82
Professional or managerial	119	19.73	85	14.09
No occupation outside home	31	5.14	310	51.41
Don't know	22	3.65	13	2.16
Did not respond	65	10.78	54	8.96

Of the students' fathers, 17% were college graduates or had higher educational backgrounds, while 39% had not completed high school. Sixteen percent of mothers held college or higher degrees and 42% had not completed high school (see Table 3.7).

As indicated in Table 3.8, a large number of participants (43%) did not know or did not disclose their family income. Of those who indicated their fathers' income, 55% had incomes of less than \$10,000, 30% had incomes of between \$10,000 and \$20,000, 8% between \$20,000 and \$30,000, and 8% had incomes of over \$30,000.

Of mothers who were employed and for whom incomes were indicated, incomes were as follows: 66% had incomes under \$10,000, 30% had incomes between \$10,000 and \$20,000, 6%

had incomes between \$20,000 and \$30,000, and 5% had incomes over \$30,000.

Table 3.7
Parents' Educational Background

	Father		Mother	
	N = 603		N = 603	
	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>
Some grade school	114	18.91	122	20.23
Completed grade school	60	9.95	63	10.45
Some high school	62	10.28	67	11.11
Completed high school	85	14.10	102	16.92
High school	69	11.44	69	11.44
Some college	52	8.62	41	6.80
Completed college	68	11.28	67	11.11
Some graduate work	3	0.50	10	1.66
Graduate degree	29	4.81	20	3.32
Did not respond	61	10.12	42	6.97

Instrument

A Spanish translation of sections of a questionnaire (see Appendix B) developed by Finkelhor (1979) to assess the prevalence of childhood sexual experiences in a sample of New England college students was used. This questionnaire was chosen because it was designed for and used with a college population and therefore allowed for comparisons to be made with other samples of college students. The sections of the questionnaire that were

eliminated for this replication were those for which no result data was available and/or those that were not

Table 3.8
Parents' Economic Status

	Father		Mother	
	N = 603		N = 603	
	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>
Not employed	12	1.99	201	33.33
Less than \$4,000	68	11.28	37	6.14
\$4,000 to \$5,999	49	8.12	26	4.31
\$6,000 to \$7,999	41	6.80	21	3.48
\$8,000 to \$9,999	25	4.15	24	3.98
\$10,000 to \$11,999	35	5.80	21	3.48
\$12,000 to \$14,999	30	4.98	17	2.82
\$15,000 to \$19,999	33	5.47	12	1.99
\$20,000 to \$29,999	26	4.31	10	1.66
\$30,000 and over	25	4.15	8	1.33
Don't know	160	26.53	109	18.08
Did not respond	99	16.42	117	19.40

relevant to the research questions of the present study. A pilot test of the translated questionnaire was conducted with a group of ten Puerto Rican subjects.

Data Collection

Authorization to perform the study was obtained from the appropriate authorities at three universities in Puerto Rico. Officials at those universities sought social sciences professors who would be willing to volunteer their

classes for the administration of the questionnaire. This author visited those classes and requested the participation of the students. All students in attendance agreed to participate, except those who did not meet the requirements to participate due to their age (under 18) or cultural background (not Puerto Rican). A consent letter (see Appendix A) was distributed to participants together with the questionnaire. The letter explained the purpose of the study and the risks involved in participating, stated the voluntary nature of participation, and outlined the ways in which participants' confidentiality would be protected. Additionally names and addresses of mental health professionals who could provide services to students who may be disturbed by remembering their childhood sexual experiences while participating in the study was included at the end of the questionnaire. The questionnaire was distributed to a total of 607 students attending social sciences courses at those universities, of which 603 completed the questionnaire during their class period. This author was present during the administration of the questionnaire.

Data Analysis

This study was a partial replication of a previous research study with an N of 796 by Finkelhor (1979). The

statistical analysis of the data was guided by the same analytical framework structured in the original study.

Descriptive statistics were used to describe general patterns in the responses of the participants. Percentages, means, Chi-square tests, and analyses of variance were used to evaluate the distribution of responses in the data.

The analysis of the data was performed using the Statistical Package for the Social Sciences (SPSS) available through the University Computer Center at the University of Massachusetts.

CHAPTER 4

RESULTS

The major purpose of this replication study was to determine the prevalence of childhood sexual experiences of college students in Puerto Rico and to compare it with that of American college students in New England in the original study by Finkelhor (1979). The characteristics of the students and of the reported sexual experiences in the two groups were compared in order to determine whether there were differences between these two groups.

Findings

In this chapter the results of the statistical analysis are reported. The results presented in this chapter are based on the analysis of the 571 participants who indicated their gender (365 females and 206 males) and not on the total sample ($N = 603$). The 32 questionnaires of students who did not indicate their gender were not used. The tests of the research hypotheses and the findings of the exploratory questions are presented in the following section.

Hypothesis 1

There will be no significant difference between the percentage of childhood sexual abuse reported by the Puerto Rican students in this replication study and the New England students in the original study (Finkelhor, 1979).

In order to test this hypothesis, participants were asked to respond to the following question:

- Did you have any of the following experiences?
- a. An invitation or request to do something sexual.
 - b. Kissing and hugging in a sexual way.
 - c. Another person showing his/her sex organs to you.
 - d. you showing your sex organs to another person.
 - e. Another person fondling you in a sexual way.
 - f. You fondling another person in a sexual way.
 - g. Another person touching your sex organs.
 - h. You touching another person's sex organs.
 - i. Intercourse, but without attempting penetration.
 - j. Intercourse.
 - k. Other.

Respondents who reported having experienced any of the above mentioned activities and whose experiences met the following age discrepancy standards between the child and the older partner were included for analysis.

- a. Child under age 13 with partner over age 18.
- b. Child under age 13 with partner under 19 but 5 or more years older than the child.
- c. Child 13 to 16 years old with partner 10 or more years older than the child.

Frequency counts were made of the number of participants who reported sexual experiences with older persons, percentages were calculated and chi-square tests were performed to compare the results of this study with that of the original study (Finkelhor, 1979).

As Table 4.1 illustrates, there were no statistically significant differences ($X^2 = 3.84$, $p > 0.5$) between the percentage of childhood sexual experiences reported by female Puerto Rican students and the New England students in the original study. Sixty-three (17.26%) female

Table 4.1

Comparison of Girls' Childhood Sexual Abuse in Finkelhor's
Original Study and the Current Replication Study by O'Neill

<u>Age Relationship</u>	<u>Number of Experiences Finkelhor N=530</u>	<u>Number of Experiences O'Neill N=365</u>	<u>Number of Persons Finkelhor O'Neill N=530 N=365</u>	<u>Percent of Sample Finkelhor O'Neill N=530 N=365</u>	<u>χ^2</u>
Child under 13; Partner over 18	66	54	60	11.3	12.05
					0.113402
Child under 13; Partner under 19 but 5 years older	31	12	30	5.7	3.29
					2.720704
Child 13 to 16; Partner 10 or more years older	22	19	20	3.8	4.66
					0.426145
Total	119	85	102	19.2	17.26
					0.566383

$\chi^2 = 3.84, p < .05.$

students reported having had childhood sexual experiences with older persons. This finding, therefore, supports the hypothesis for female students.

In the case of male students, however, the findings do not support the hypothesis as the results of the chi-square test reflect a significant difference ($X^2 = 8.27$, $p < .01$) between this study and Finkelhor's. Of the male participants in the current study, 17.48% reported having had childhood sexual experiences with older persons as compared with 8.6% in the original study (see Table 4.2). Most of the difference can be accounted for by reports in the category of sexual experiences of a child under 13 years old with a person over 18 years of age which represents 10.68% of the sample as compared with 4.1% in Finkelhor's study.

Hypothesis 2

There will be no significant differences in the characteristics of the childhood sexual abuse experiences reported by the Puerto Rican students in this replication study and those reported by the New England students in the original study.

To further illuminate the characteristics of the experiences, the following research questions were posed:

Exploratory Questions

1. What is the prevalence of childhood sexual abuse in a sample of Puerto Rican college students?

Sixty-three (17.26%) female participants and thirty-

Table 4.2

Comparison of Boys' Childhood Sexual Abuse in Finkelhor's
Original Study and the Current Replication Study by O'Neill

<u>Age Relationship</u>	<u>Number of Experiences Finkelhor N=266</u>	<u>Number of Experiences O'Neill N=206</u>	<u>Number of Persons Finkelhor N=266</u>	<u>Number of Persons O'Neill N=206</u>	<u>Percent of Sample Finkelhor N=266</u>	<u>Percent of Sample O'Neill N=206</u>	<u>χ^2</u>
Child under 13; Partner over 18	11	29	11	22	4.1	10.68	7.646017*
Child under 13; Partner under 19 but 5 years older	6	12	6	10	2.3	4.85	2.394023
Child 13 to 16; Partner 10 or more years older	6	8	6	7	2.3	3.4	0.565699
Total	23	49	23	36	8.6	17.48	8.274139*

$\chi^2 = 3.84, p < .05$ ** = $p < .01$

six (17.48%) male participants reported childhood sexual experiences with older partners.

2. What are the demographic characteristics and family background of college students who report having experienced childhood sexual abuse?

The mean age at which female students had sexual experiences with older persons was 10.97 (see Table 4.3), which is somewhat older but not significantly different than the mean age in Finkelhor's study of 10.2. Forty-one percent of the girls were between the ages of 10 and 12 at the time of the experience. The next most frequently reported age range was from 7 to 9 years (30.59%).

For males, the mean age at the time of the sexual experience was 10 (see Table 4.4) which is younger though not statistically different than in the original study (11.2). Forty-three percent of boys with sexual experiences with older partners were between the ages of 10 and 12.

Table 4.3
Age of the Girls at Time of Sexual Experience
with Older Person

Age group	Finkelhor N = 119		O'Neill N = 85		χ^2
	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	
4-6	17	14	5	5.88	3.639218
7-9	27	23	26	30.59	1.608811
10-12	56	47	35	41.18	0.69435
13-16	19	16	19	22.35	1.334251

Table 4.4

Age of the Boys at Time of Sexual Experience
with Older Person

Age group	Finkelhor N = 23		O'Neill N = 49		χ^2
	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	
4-6	4	18	11	22.45	0.242768
7-9	2	9	9	18.37	1.131199
10-12	9	41	21	42.86	0.089441
13-16	8	32	8	16.32	3.0848016

3. Are there significant differences between the demographic and family background characteristics of students who report childhood sexual abuse experiences and those who do not? If there are differences, what are they?

No statistically significant differences were found between most demographic characteristics of students who reported childhood sexual experiences with older persons and those who did not report such experiences.

However, girls who lived away from their mothers before age 16 had significantly more childhood sexual experiences with older partners than those who were not separated from their mothers ($\chi^2 = 4.82$, $p < .05$).

There were no differences found between the students who reported childhood sexual abuse and those who did not in terms of their religious affiliation, the population size of their home town, having a stepparent, the degree of happiness or unhappiness in parents' marriage, family size,

overcrowding in the home, socioeconomic status, parents' education and occupation, or peer relations.

4. Are there significant differences between the demographic and family background characteristics of female students who report sexual abuse and male students who report childhood sexual abuse?

No significant differences were found between the demographic and family background characteristics of male and female students with child sexual abuse with the exception of the characteristic identified in the previous question for females, that is, having lived without mother before the age of 16.

5. What types of sexual experiences do students report?

As Table 4.5 illustrates, the type of sexual abuse experiences reported by female students in the sample consisted mainly of fondling (24.71%) or touching of genitals (22.35%) by the older person. More intrusive types of sexual activities, such as attempted intercourse and intercourse represent a lower number of experiences (14.12%). These findings are similar to those in the New England sample except in the category of touching of genitals in which Finkelhor found a higher prevalence (38%). Unfortunately, Finkelhor reported percentages by type of activity in groups and did not indicate separately whether the child was touching the adult or vice versa.

The majority of male students reported more intrusive types of activities (see Table 4.6). Attempted intercourse

and intercourse accounted for nearly 49% of the reported activities with boys. These findings were different from

Table 4.5

Type of Sexual Activities of Girls with Older Persons

<u>Type of activity^a</u>	O'Neill N = 85		Finkelhor N = 119	
	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>
Invitation or request to do something sexual	2	2.35	4	3
Kissing and hugging in a sexual way	10	11.76	7	6
Another person showing his/her sex organs to you	9	10.59	24	20
You showing your sex organs to another person	4	4.71		
Another person fondling you in a sexual way	21	24.71	20	17
You fondling another person in a sexual way	1	1.18		
Another person touching your sex organs	19	22.35	45	38
You touching another person's sex organs	5	5.88		
Intercourse, but without attempting penetration	6	7.06	12	10
Intercourse	6	7.06	5	4
Other	1	1.18	4	3

a = Most serious activity within any reported sexual abuse experience.

those in the New England study where Finkelhor found that only 14% of the male students reported attempted

Table 4.6

Type of Sexual Activities of Boys with Older Persons

<u>Type of activity</u> ^a	O'Neill N = 49		Finkelhor N = 23	
	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>
Invitation or request to do something sexual	2	4.08	1	5
Kissing and hugging in a sexual way	0		0	
Another person showing his/her sex organs to you	2	4.08	3	14
You showing your sex organs to another person	1	2.04		
Another person fondling you in a sexual way	3	6.12	0	
You fondling another person in a sexual way	2	4.08		
Another person touching your sex organs	9	18.37	13	55
You touching another person's sex organs	0			
Intercourse, but without attempting penetration	11	22.45	1	5
Intercourse	13	26.53	2	9
Other	6	12.24	3	14

a = Most serious activity within any reported sexual abuse experience.

intercourse and intercourse activities. Boys in his sample experienced mostly activities which involved touching of genitals (55%).

7. Who are the older participants? (age, sex, relationship to student)

The mean age of the older participant with girls was 31.4 years which is consistent with the mean age of 31.7 found in the original study (see Table 4.7). The mean age of older participant with boys was 26.9 which is younger than the average age of 31.4 found in the New England study (see Table 4.8).

Table 4.7

Age of the Older Partners at Time of Sexual Experience with Girls

Age group	Finkelhor N = 119		O'Neill N = 85		χ^2
	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	
10-19	40	34	21	24.71	1.87693
20-29	28	24	19	22.35	0.038704
30-39	21	18	22	25.88	2.021436
40-49	20	17	12	14.12	0.271096
50-59	6	5	7	8.24	0.847408
60 +	3	3	4	4.71	0.714306

Of the 128 older participants, 21% were female and 79% male (see Table 4.9). Of Finkelhor's sample of 140 older participants, 11% were female and 89% were male.

The mean age of the older female participants was 22.22 which is almost the same as in Finkelhor's study in

which the mean age for female older participants was 22.1 years.

Table 4.8

Age of the Older Partners at Time of Sexual
Experience with Boys

Age group	Finkelhor N = 23		O'Neill N = 49		χ^2
	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	
10-19	9	39	27	55.10	1.597161
20-29	5	22	9	18.37	0.113611
30-39	5	22	9	18.37	0.113611
40-49	4	17	4	8.16	1.349601
50-59	0		0		
60 +	0		0		

Table 4.9

Sex of the Older Participants

Sex	Finkelhor N = 140		O'Neill N = 128	
	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>
Male	125	89	101	78
Female	15	11	27	22

The male abusers tend to be older with a mean age of 29.49. This finding is also consistent with the finding of an average age of 29.4 years for male older participants in the New England study.

Of the 85 childhood sexual abuse experiences reported by female Puerto Rican students, forty-six (54.11%) of the experiences are with family members (see Table 4.10). Fifteen (30.61%) of the 49 experiences reported by males were with family members (see Table 4.11). Students in the New England study reported lower rates of sexual abuse by family members; 43% of the females and 17% of the males in

Table 4.10

Relationship to the Child of the Older Persons Involved in Childhood Sexual Experiences with Girls

Relationship to respondent	O'Neill N = 85			
	<u>n</u>	<u>%</u>	<u>Sex of Older Person^a</u>	
			<u>Male</u>	<u>Female</u>
Cousin	19	22.35	18	1
Known person, but not friend	15	17.65	15	-
Friend	12	14.11	11	1
Father	9 ^b	10.59	9	-
Sibling	7	5.88	7	-
Uncle	6	7.06	7	-
Stranger	5	4.71	4	-
Grandparent	3	3.53	3	-
Parent's friend	2	2.35	-	-
Stepparent	2	2.35	2	-
Did not indicate	5	3.53	4	-

a = numbers of males plus females may not add up because some respondents did not indicate the sex of the older person.

b = six of these 9 father-daughter experiences were reported by the same respondent, therefore the actual number of fathers involved in sexual abuse of females in the sample is 4.

that study reported sexual abuse experiences with family members.

8. Who initiated the sexual experience?

Older participants initiated the sexual activity with girls in 80 out of the 85 reported experiences (94.12%). This percentage is similar to that found in the original study in which Finkelhor found that 98% of the sexual activities were initiated by the older participant.

With boys, the older person initiated 36 (73.47%) of the 49 sexual activities which is lower but not significantly different from 91% in Finkelhor's study.

Table 4.11

Relationship to the Child of the Older Persons Involved in Childhood Sexual Experiences with Boys

Relationship to respondent	O'Neill N = 49			
	<u>n</u>	<u>%</u>	Sex of Older Person ^a	
			<u>Male</u>	<u>Female</u>
Known person, not friend	13	26.53	4	8
Friend	9	18.37	4	4
Cousin	8	16.33	4	3
Parents' friend	4	8.16	1	3
Stranger	3	6.12	2	1
Sibling	2	4.08	-	2
Uncle	2	4.08	2	-
Aunt	2	4.08	-	2
Mother	1	2.04	-	1
N.R.	5	10.20	1	1

a = numbers of males plus females may not add up because some respondents did not indicate the sex of the older person.

9. In what percentage of the cases was force used during the sexual experience?

Older participants used force or threats to accomplish the sexual activity in 51 (60.00%) of the cases with girls and in 21 (42.86%) of the cases with boys. These findings are not statistically different from those of the original study in which force or threats were used in 55% of the activities with girls and in 54% of the activities with boys.

Sixty-one percent of male older participants used force or threats during the sexual activity with a child. This finding is similar to that of Finkelhor who found that 57% of the adult partners in his study used force or threats to accomplish the sexual activity.

Thirty-seven percent of female older persons used force or threats during the sexual activity with the child as compared to 50% of those in the New England study.

10. In what percentage of the cases was the partner drinking?

Two of the older persons involved in sexual experiences with boys and six of those involved with girls were drinking at the time of the sexual activity.

11. How many times did each experience occur?

Twenty-five (29.41%) of the sexual experiences reported by female students and twenty-seven (55.10%) of those reported by male students occurred more than once. No significant differences were found between the two studies

in this respect. In Finkelhor's study, 40% of the female students and 41% of the male students reported sexual activities that occurred more than once.

Of those experiences with older males, thirty-six (35.64%) in the current study and fifty (40%) in the original study occurred more than once. Fifteen (55.56%) of the experiences of Puerto Rican students with older females occurred more than once as compared with six or 43% of the experiences of New England students.

12. What was the duration of the experiences?

Thirty-two (37.65%) of girls' sexual experiences lasted longer than 1 week, which is very similar to the percentage (39%) reported by the New England female students.

Twenty-five (51.02%) of boys' reported experiences that lasted longer than 1 week. Finkelhor found that 41% of the male students in his sample had sexual experiences lasting longer than 1 week.

Older male participants maintained the sexual activity for longer than one year in 3.96% of the cases. This was significantly different from 17% in Finkelhor's study ($\chi^2 = 9.36, p < .01$).

Only two (7.41%) of the older female participants continued the sexual activity longer than one year as compared with three (21%) of the female participants in the

original study, which does not represent a statistically significant difference between the two samples.

13. Did the student tell anyone about the experience? who did s/he tell?

Thirty-three (38.82%) of the girls and nineteen (38.78%) of the boys told someone about the experience at the time. In the New England study, less students disclosed information about the experience; 37% of the girls and 27% of the boys told someone. This difference, however, does not achieve statistical significance ($p > .05$).

Most boys who told someone about the experience confided in friends; only four told a family member about the experience. Most of the girls who disclosed information about the sexual experience told their mothers or siblings about it.

14. What was the response (supportive vs. angry) of mothers and fathers who were told about sexual experiences by their children?

Fifteen girls told their mothers about the sexual abuse experience. Four girls did not indicate the level of support or anger in their mother's reaction. Of the 11 girls who reported on their mother's responses, five indicated that their mother reacted very supportive, 2 mildly supportive, and 4 not supportive at all to the experience. Eight mothers reacted very angry, 1 mildly angry, 1 a little angry, and 1 not angry at all. Only two

girls told their fathers about the experience. Both fathers reacted very supportive and very angry.

Two boys told their mothers and only one told his father about the sexual experience. The two mothers reacted very supportive and very angry, and the father reacted mildly supportive to their sons' disclosures.

The question that elicited this information did not provide an indication of whom the parents' anger was directed towards. Therefore, a parent could have reacted very supportively towards their child and at the same time very angrily about the situation.

15. What was the student's reported response to the event at the time?

Fear was the most common reaction of the children at the time of the sexual abuse; 58 (68.24%) of the females and 15 (30.61%) of the boys reported having felt this emotion (see Table 4.12). In Finkelhor's study fear was also the most frequently reported reaction for females (58%), followed by shock (26%), surprise (18%), interest (14%), and pleasure (8%) while for males, fear (41%) and interest (41%) were the most common responses, followed by surprise (23%) and pleasure (23%) and shock (14%).

16. In retrospect, how do the subjects assess the experience now (positive, mostly positive, neutral, mostly negative, negative)?

In retrospect, 59 (69.41%) of the female students and 22 (44.90%) of the male students assess their experiences

Table 4.12

Child's Reaction at Time of Sexual Experience
with Older Person

Reaction	<u>Girls</u>		<u>Boys</u>	
	N = 85		N = 49	
	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>
Fear	58	68.24	15	30.61
Shock	12	14.12	7	14.29
Surprise	5	5.88	4	8.16
Interest	4	4.71	6	12.24
Pleasure	4	4.71	14	28.57
N.R.	2	2.35	6	12.24

as negative or mostly negative. This assessment is comparable to that of the New England students whose negative rating of the childhood sexual experiences was 66% for females and 38% for males.

To further investigate what aspects of the sexual abuse experience contribute to the level of trauma reported by the students, the following research question was answered by performing one-way analysis of variance tests.

17. Is there a relationship between the students' reported assessment of the experience and the following factors:

a. the age of the other participant?

No relationship was found between the degree of trauma reported by the students and the age of the older person. It appears that whether the older person was an adolescent or an adult did not make a significant difference for

either females ($F = .013$, $p < .9097$) or males ($F = .071$, $p < .9320$) in the students' assessment of the experience (see Tables 4.13 and 4.14).

Table 4.13
Degree of Trauma by Age of the Older Person
at the Time of Sexual Abuse of Girls

<u>Source of variation</u>	<u>Sum of squares</u>	<u>Df</u>	<u>Mean squares</u>	<u>F</u>	<u>Signif of F</u>
Between groups	.032	1	.032	.013	.9097
Within groups	199.992	81	2.469		
Total	200.024	82			

N = 83

Table 4.14
Degree of Trauma by Age of the Older Person
at the Time of Sexual Abuse of Boys

<u>Source of variation</u>	<u>Sum of squares</u>	<u>Df</u>	<u>Mean squares</u>	<u>F</u>	<u>Signif of F</u>
Between groups	.318	2	.159	.071	.9320
Within groups	101.349	45	2.525		
Total	101.667	47			

N = 48

b. age of the child at the time of the experience?

Girls tended to give a more negative assessment of the sexual abuse experience the younger they were at the time

of the incident. Therefore, age at the time of the sexual abuse appears to be a highly significant factor affecting the way in which females assess the experience ($F = 10.168$, $p < .0000$). This difference, however, was not found to be true for boys, for whom age at the time of the abusive experience appears to have had no significant effect ($F = 1.385$, $p < .2552$) in their assessment of the experience (see Tables 4.15 and 4.16).

Table 4.15

Degree of Trauma By Age of the Girl at
the Time of Sexual Abuse

<u>Source of variation</u>	<u>Sum of squares</u>	<u>Df</u>	<u>Mean squares</u>	<u>F</u>	<u>Signif of F</u>
Between groups	68.554	4	17.139	10.164	.0000
Within groups	131.470	78	1.686		
Total	200.024	82			

N = 83

Table 4.16

Degree of Trauma By Age of the Boy at
the Time of Sexual Abuse

<u>Source of variation</u>	<u>Sum of squares</u>	<u>Df</u>	<u>Mean squares</u>	<u>F</u>	<u>Signif of F</u>
Between groups	11.602	4	2.900	1.385	.2552
Within groups	90.065	43	2.095		
Total	101.667	47			

N = 48

d. the age difference between the participants?

The age difference (5 to 10 years vs. 10 or more years) between the child and the older person does not appear to be significantly related to how positively or negatively female ($F = .000$, $p < .9935$) and male ($F = 3.132$, $p < .0834$) students retrospectively assess the experience (see Tables 4.17 and 4.18).

Table 4.17

Degree of Trauma by Age Difference
between Girls and Older Persons

<u>Source of variation</u>	<u>Sum of squares</u>	<u>Df</u>	<u>Mean squares</u>	<u>F</u>	<u>Signif of F</u>
Between groups	.000	1	.000	.000	.9935
Within groups	200.024	81	2.469		
Total	200.024	82			

N = 83

Table 4.18

Degree of Trauma by Age Difference
between Boys and Older Persons

<u>Source of variation</u>	<u>Sum of squares</u>	<u>Df</u>	<u>Mean squares</u>	<u>F</u>	<u>Signif of F</u>
Between groups	6.481	1	6.481	3.132	.0834
Within groups	95.185	46	2.069		
Total	101.667	47			

N = 48

e. whether they told someone or not?

The fact that some children told someone about the experience and others did not does not seem to be significantly related to the degree of trauma reported by either female ($F = .208, p < .6500$) or male ($F = 2.565, p < .1209$) students (see Tables 4.19 and 4.20).

Table 4.19

Girls' Degree of Trauma by Whether or Not
They Told Someone about the Sexual Abuse

<u>Source of variation</u>	<u>Sum of squares</u>	<u>Df</u>	<u>Mean squares</u>	<u>F</u>	<u>Signif of F</u>
Between groups	.627	1	.627	.208	.6500
Within groups	147.529	49	3.011		
Total	148.157	50			

N = 51

Table 4.20

Boys' Degree of Trauma by Whether or Not
They Told Someone about the Sexual Abuse

<u>Source of variation</u>	<u>Sum of squares</u>	<u>Df</u>	<u>Mean squares</u>	<u>F</u>	<u>Signif of F</u>
Between groups	5.194	1	5.194	2.565	.1209
Within groups	54.668	27	2.025		
Total	59.862	28			

N = 29

h. the use of force?

Sexual abuse experiences during which the older person used force or threats were rated more negatively than those in which no force or threats were used. This was a statistically significant finding for both males ($F = 3.342, p < .0445$) and females ($F = 12.830, p < .0000$) (see Tables 4.21 and 4.22).

Table 4.21

Girls' Degree of Trauma by Whether or Not Force Was Used by the Older Person

<u>Source of variation</u>	<u>Sum of squares</u>	<u>Df</u>	<u>Mean squares</u>	<u>F</u>	<u>Signif of F</u>
Between groups	48.578	2	24.289	12.830	.0000
Within groups	151.446	80	1.893		
Total	200.024	82			

N = 83

Table 4.22

Boys' Degree of Trauma by Whether or Not Force Was Used by the Older Person

<u>Source of variation</u>	<u>Sum of squares</u>	<u>Df</u>	<u>Mean squares</u>	<u>F</u>	<u>Signif of F</u>
Between groups	13.385	2	6.692	3.342	.0445
Within groups	88.104	44	2.002		
Total	101.489	46			

N = 47

i. the frequency of the experience?

No significant differences were found between the assessment of experiences which occurred once and those which occurred more than once for either male ($F = 1.733$, $p < .1960$) or female ($F = 1.102$, $p < .2984$) students (see Tables 4.23 and 4.24).

Table 4.23

Girls' Degree of Trauma by Frequency of Sexual Abuse Experience

<u>Source of variation</u>	<u>Sum of squares</u>	<u>Df</u>	<u>Mean squares</u>	<u>F</u>	<u>Signif of F</u>
Between groups	2.686	1	2.686	1.102	.2984
Within groups	138.975	57	2.438		
Total	141.661	58			

N = 58

Table 4.24

Boys' Degree of Trauma by Frequency of Sexual Abuse Experience

<u>Source of variation</u>	<u>Sum of squares</u>	<u>Df</u>	<u>Mean squares</u>	<u>F</u>	<u>Signif of F</u>
Between groups	3.479	1	3.479	1.733	.1960
Within groups	76.296	38	2.008		
Total	79.775	39			

N = 40

j. the duration of the experience?

The duration of the sexual abuse experiences (less than one week vs. less than 1 year vs. over one year) did not appear to significantly affect the degree of trauma reported by either female ($F = 1.771$, $p < .1818$) or male ($F = 2.070$, $p < .1414$) students (see Tables 4.25 and 4.26).

Table 4.25

Girls' Degree of Trauma by Duration of
the Sexual Abuse Experiences

<u>Source of variation</u>	<u>Sum of squares</u>	<u>Df</u>	<u>Mean squares</u>	<u>F</u>	<u>Signif of F</u>
Between groups	6.980	2	3.490	1.771	.1818
Within groups	88.687	45	1.971		
Total	95.667	47			

N = 48

Table 4.26

Boys' Degree of Trauma by Duration of
the Sexual Abuse Experiences

<u>Source of variation</u>	<u>Sum of squares</u>	<u>Df</u>	<u>Mean squares</u>	<u>F</u>	<u>Signif of F</u>
Between groups	9.019	2	4.509	2.070	.1414
Within groups	76.245	35	2.178		
Total	85.263	37			

N = 38

h. the sex of the older person?

Boys rated their sexual abuse experiences more negatively when the older person was male than when the person was female. Therefore, the relationship between degree of trauma and sex of the older person was found to be significant ($F = 3.837$, $p < .0295$) for males (see Table 4.27).

This relationship was not tested for female students since there were only two experiences with female older persons reported by them.

Table 4.27

Boys' Degree of Trauma by the Sex
of the Older Person

<u>Source of</u> <u>variation</u>	<u>Sum of</u> <u>squares</u>	<u>Df</u>	<u>Mean</u> <u>squares</u>	<u>F</u>	<u>Signif</u> <u>of F</u>
Between groups	14.466	2	7.233	3.837	.0295
Within groups	79.179	42	1.885		
Total	93.644	44			

N = 45

To summarize, several characteristics of the sexual abuse experiences were identified as significantly contributing to the degree of trauma reported retrospectively by the students. Female students' assessment of the sexual abuse experience seemed to be worse when the experience occurred at a younger age and

when the older person forced or threatened them. Factors not significantly related to the degree of trauma reported by Puerto Rican female students were: the age difference between the child and the older person, the age of the older person at the time of the incident, the relationship between the child and the older person, whether or not the child told someone about the experience, the frequency of the sexual activity, or the duration of the same.

Male students' assessment of the experience appeared to be negatively affected by sex of the older person; sexual abuse experiences by males were rated significantly more negatively than experiences with female older persons. The use of force or threats by the older person was also a contributing factor to the negative assessment of the sexual abuse experience. The age difference between the child and the older person, the age of the child at the time of the incident, the age of the older person at the time of the incident, the relationship between the boy and the older person, whether or not they told someone about the abuse, and the frequency and duration of the sexual abuse did not appear to contribute significantly to the degree of trauma reported by male students.

CHAPTER 5

DISCUSSION

This chapter will begin with a summary of the dissertation, including a statement of the limitations. Next, conclusions that can be inferred from the findings will be discussed. Finally, the implications of the study will be considered.

Summary

The purposes of this study were: to determine the prevalence of childhood sexual experiences in a sample of Puerto Rican students, to identify risk factors associated with it, to analyze the degree of trauma reported by victims, and to examine the differences between the Puerto Rican sample and a New England college student sample previously studied by Finkelhor (1979). An ex post facto survey research design was proposed and implemented to fulfill the purpose of this study.

The definition of sexual abuse used by Finkelhor was used in the present study and refers to the following activities which are asked about in the questionnaire:

- a. An invitation or request to do something sexual.
- b. Kissing and hugging in a sexual way.
- c. Another person showing his/her sex organs to you.
- d. You showing your sex organs to another person.
- e. Another person fondling you in a sexual way.
- f. You fondling another person in a sexual way.
- g. Another person touching your sex organs.

- h. You touching another person's sex organs.
- i. Intercourse, but without attempting penetration.
- j. Intercourse.
- k. Others as indicated by the participants of the study.

when they meet the following age discrepancy criteria:

- a. Child under age 13 with partner over age 18.
- b. Child under age 13 with partner under 19 but 5 or more years older than the child.
- c. Child 13 to 16 years old with partner 10 or more years older than the child.

This definition includes both intrafamilial and extrafamilial sexual abuse experiences as well as both contact and non-contact abuse. It also includes experiences in which the child or adolescent may not have have been forced or coerced into participating. The upper age limit was 16 and no peer experiences were included.

A Spanish translation of sections of a questionnaire (see Appendix B) developed by Finkelhor (1979) to assess the prevalence of childhood sexual experiences in a sample of New England college students was used to obtain the data. This questionnaire was chosen because it was designed for and used with a college population and therefore allowed for comparisons to be made with other samples of college students.

The participants for the study constituted a non-probability sample of college students at two private and one public universities in Puerto Rico during the Fall semester 1989. This group was comprised of 365 females and 206 males with a mean age of 22, a total of 571 subjects.

The findings of the study will now be discussed, under the two major questions of the study:

1. Are there significant differences in the prevalence of child sexual abuse between Puerto Rico and the United States?

Hypothesis 1 predicted that there would be no significant differences between the percentage of childhood sexual experiences reported by the Puerto Rican students in this replication study and the New England students in the original study (Finkelhor, 1979). It was found using chi-square analyses that there were no significant differences in the rates of sexual abuse experiences reported by females in the two studies. The female Puerto Rican students who indicated having had childhood sexual experiences with older persons accounted for 17.26% of the females in the study as compared with 19.2% of the female New England students. Thus, this hypothesis was supported by the data with regard to female students. However, the findings about the male students in the sample did reveal significant differences between the two ethnic groups. A larger proportion of males in the Puerto Rican sample (17.48%) reported sexual abuse experiences than those in the New England study (9.2%). This finding does not support the hypothesis for males.

Since this appears to be the first prevalence study with a non-clinical sample in Puerto Rico, its findings

need to be interpreted with caution. Several factors preclude us from assuming that these rates of childhood sexual abuse are representative of the prevalence of sexual abuse in Puerto Rico. First, there are limitations regarding the representativeness of the sample studied. As was stated earlier, the college student population may not be representative of the Puerto Rican population at large. Some researchers (Finkelhor, 1979) have speculated that college student samples may yield lower rates of sexual abuse because college students as a whole represent a psychologically healthier segment of the population, and therefore would not include those who have been most negatively affected by their abuse experience. While this appears to have been confirmed by the fact that higher rates of sexual abuse have been found in non-clinical community samples than in college samples in the United States, some researchers (Finkelhor, 1984; Russell, 1986; Wyatt, 1986) who have analyzed their community sample findings by separating those with some college experience from those who have not attended college have not found differences between the two populations in terms of prevalence of child sexual abuse. However, we do not know whether this would also be true for Puerto Ricans.

Second, we can reasonably assume that some of the participants were unwilling to disclose about sexual abuse experiences in their lives, others may have been unable to

report the information due to repression of the sexual abuse, and yet others because they were abused before the age of 4 and may not remember the experience.

Having stated these caveats, the findings with regards to prevalence will be considered for females, for males and then as they may relate to one another.

An important factor to be considered is whether the similarities or differences between the samples can be attributed to cultural or ethnic characteristics. Studies with female college students in the United States have been inconsistent in their findings regarding prevalence of sexual abuse experiences. Fromuth (1986) who used the same questionnaire and the same definition of abuse with a sample of female students at a university in Alabama found that 22% reported sexual abuse experiences. Other college student studies using different definitions have found different prevalence rates. Landis (1956) who studied experiences with adult sexual deviates, found that 35% of the female students reported this type of experience. Seidner and Calhoun (cited by Finkelhor, 1986) found that 11% of their sample of female students in a Georgia college reported having had sexual experiences with someone over five years older than them before the age of 18. Fritz, Stoll, and Wagner (1981) who studied college students in Washington who had prepubertal sexual encounters with

adults involving physical contact, found that 8% of the female students reported this type of experience.

In order to shed some light on the issue of ethnic differences and their impact on prevalence, it is also pertinent to examine the findings of studies that have looked at other ethnic groups. In Australia, Goldman and Goldman (1988) using a modified version of Finkelhor's questionnaire, found that 28% of the female students reported having been sexually abused in childhood. This represents a higher rate than that found in the Puerto Rican and in the New England sample. Wyatt (1985) who studied a community sample of Afro-American and white women found no differences in prevalence rates between the two groups.

Upon reviewing these factors one might tend to conclude that there appear to be no differences between the Puerto Rican and New England populations of female college students regarding prevalence of sexual abuse. However, an important factor to consider in appraising this data is the relationship between the prevalence for males and for females. Contrary to the findings of many studies (Finkelhor, 1979, 1984; Kercher & McShane, 1984, Goldman & Goldman, 1988, Timnick, 1985) which found much higher rates of sexual abuse for females than for males, no differences were found between the prevalence rates of males and females in the Puerto Rican study. Two possible

explanations for this are: 1) Puerto Rican male and female children are at equal risk for child sexual abuse, 2) Puerto Rican male students are more willing to disclose information about sexual abuse experiences than females. Patriarchal values in the culture could indeed support the former explanation. As in other countries, the existence of a "double-standard" with regard to males and females in relation to sexuality has been found in Puerto Rico. Traditional cultural tendencies in Puerto Rico hold that a woman acquires respect by keeping her virginity if she is single. In a study about attitudes of Puerto Rican women in Connecticut towards sexual assault, the Outreach Project (1980) stated: "Sexuality and respect are closely linked in the criteria used to value a woman's dignity....a woman who has been sexually assaulted will feel guilty, ashamed, dishonored, and worthless." (pp. 69-70). These values may make it more difficult for a female Puerto Rican woman to disclose sexual abuse experiences even in an anonymous format such as the questionnaire used in this study. On the other hand, for Puerto Rican males, having sex with a woman is one way of asserting their masculinity. In a socioeconomic context in which this is one of the few ways that men are socialized to affirm themselves, it becomes a validating mechanism (Zavala-Martinez, personal communication, May 7, 1990). This societal expectation and approval of male sexual involvement may explain the

apparent willingness of the male Puerto Rican students to report sexual experiences.

The high prevalence of sexual abuse found in the Puerto Rican study is unusual when compared to that found in other college student surveys. In some studies of students in the United States, the percentages of male college students who reported sexual abuse have been as follows: 8.6% (Finkelhor, 1979); 7.3% (Risin and Koss, 1987). In Australia, Goldman and Goldman (1988) found a 9% prevalence of sexual abuse reported by male college students. However, the findings of the present study are very similar to those of a study by Fromuth and Burkhart (1987) that used basically the same questionnaire as the Finkelhor (1979) and the present study. They found that 20% of the male students in their study reported childhood sexual abuse in their Midwest and Southeast samples. It would, therefore be premature to assume that the differences in prevalence between Finkelhor's and the current study are due to ethnic differences between the samples.

The conclusion is reached, therefore, that it is very difficult to estimate the actual prevalence of childhood sexual abuse in Puerto Rico based solely on the results of this study. More research needs to be performed in this area with more representative samples. It is clear from the findings of this study, however, that childhood sexual

abuse as defined in this study is a serious and widespread problem in Puerto Rico as well as in the United States.

2. Are there significant differences in the characteristics of the sexual abuse experiences of Puerto Rican college students and those of the New England students in Finkelhor's (1979) study?

Hypothesis 2 predicted that there would be no significant differences between the characteristics of the sexual abuse experiences reported by the Puerto Rican students in the present study and those of the New England students in the original study (Finkelhor, 1979).

This section of the discussion of the findings will be organized according to the different characteristics of the sexual abuse experiences explored in the study.

Age of the Child at the Time of the Sexual Abuse Experience

No significant differences were found between the two studies with regard to the age at which the children experienced sexual abuse. The 10 to 12 year old age range appears to be the one at which both boys and girls are most vulnerable for sexual abuse in New England as well as in Puerto Rico. This finding is consistent with other studies as well (Finkelhor, 1979, 1985; Timnick, 1985, Wyatt, 1985; Russell, 1986).

While these are the findings of the study, we must not overlook the fact that more sexual abuse may occur that may not be possible to detect with self-report methods such as

the one used in this study. Also, sexual abuse that occurred during preschool years may not be remembered by the participants.

Risk Factors

Chi square tests were performed to determine whether or not Puerto Rican students reporting sexual abuse differ from students in the total sample regarding different demographic and family characteristics. Among the characteristics studied, students who had lived away from their mothers for some time before the age of 16 were overrepresented among the students who reported childhood sexual abuse experiences. Therefore, it appears that the absence of mothers during childhood can increase a girl's vulnerability for sexual abuse. This finding is consistent with Finkelhor's findings (1979) as well as with those of other studies (Herman & Hirschman, 1981).

With regard to income level of the family, it was found that those students whose father earned between \$10,000 and \$20,000 had higher rates of reported sexual abuse than those with lower or higher incomes. Finkelhor found that New England students with family incomes of under \$10,000 had higher rates of sexual abuse. In a later study (1984), however, he did not find a relationship between income and sexual abuse. Other studies have found no relation between socioeconomic level and sexual abuse (Fromuth, 1986; Russell, 1986).

No differences were found between abused and nonabused participants in relation to any other demographic or family background factors.

Sex of the Perpetrator

In all but two cases, the perpetrators of sexual abuse with girls were male. This finding is consistent with that reported by Finkelhor (1979) and others (Goldman & Goldman, 1988; Russell, 1986; Timnick, 1985; Wyatt, 1985). It seems clear that childhood sexual abuse experiences for girls are overwhelmingly heterosexual in nature.

In contrast, twenty-five (51.02%) of the childhood sexual abuse incidents reported by male students were with female older persons. This finding is inconsistent with that of the New England study in which only 16% of the boys had sexual abuse experiences perpetrated by female older persons. Until very recently, throughout the research-based literature on sexual abuse, the notion had been held that women do not abuse children sexually, despite the fact that mental health practitioners in the field were expressing their belief that more women were sexual abusers than was apparent from reported cases (Porter, 1986; Sgroi, 1982). In their review of the research on women as perpetrators, Finkelhor and Russell (1984), concluded: "The best estimates, based on a variety of surveys of the general population, put the percent of sexual contacts by older females to be about 20% (range 14% to 27%) for male

children and about 5% (range 0 to 10%) for female children" (p. 177).

One reason for the paucity of information on female sex offenders may have to do with the fact that most sexual abuse studies have focused on female victims and that only a minority of girls are abused by women. Recently, however, there has been an emerging body of research on male victims of child sexual abuse that appears to challenge the notion that female sex offenders are rare. Fromuth and Burkhart (1987) who used the same questionnaire and definition of abuse as the present study found that of 78% the 49 male students who reported childhood sexual abuse their Midwestern sample, and 72% of the 53 who reported sexual abuse in their Southeastern sample had been sexually abused by females. When Risin and Koss (1987) who used a similar methodology with a national sample of 2,972 male students in 32 U.S. institutions of higher education recalculated their results to meet Finkelhor's age discrepancy criteria, they found that 34.7% of the sexual abuse experiences reported by male students in their study were with a female older person. Fritz, Stoll, and Wagner (1981) studied a college student population in Washington in which molestation was defined as reports of at least one sexual encounter with a post adolescent individual before the subject reached puberty, and sexual encounter was defined as an instance in which physical contact of an

overtly sexual nature occurred. They found that 60% of the male students who reported sexual abuse experiences were abused by a female.

The finding of a large number of female sexual abusers in the present study is particularly surprising since it goes against traditional notions about women in Puerto Rico. Nieves-Falcon (1972) states: "One of the qualities which a Puerto Rican woman is expected to possess in matters of sex is ingenuity. She is supposed to be candid, yet naive. She should not demonstrate that she is knowledgeable about sex." (p.46). Also, as stated by Steven (cited by Canino, 1982) "They [Hispanic women] are considered in the culture as morally superior to men, stronger emotionally and spiritually." (p.124). It is therefore, difficult to explain the reasons for this prevalence of sexual abuse by females. The dynamics of female sex offenders need to be studied further in both the United States and Puerto Rico.

To summarize, differences between the two studies were found in terms of the gender of the perpetrators of sexual abuse with boys. The Puerto Rican male students reported much higher rates of sexual abuse by females than the New England students. This difference, however, cannot be attributed to differences in ethnicity in light of other studies in the United States that have found results very similar to those of the present study. It would seem

reasonable to conclude that in addition to the finding that males are sexually abused more often than previously estimated, they seem more likely to be abused by females than by male older persons.

Relationship with the Perpetrator

Fifty percent of the perpetrators of sexual abuse of girls in the Puerto Rican study were family members, 27% were friends or acquaintances, and only 5% were strangers.

In the New England study, 43% of the older persons involved in sexual abuse of girls were family members including fathers, brothers, uncles, cousins, and grandparents; 33% were acquaintances of the child; and, 24% were strangers.

For boys, 31% of the perpetrators were family members; 53% were acquaintances; and, 6% were strangers. In the New England study, 17% of the perpetrators were family members; 53% were acquaintances; and, 30% were strangers. The findings of both studies are very similar in regard to the fact that a higher proportion of girls were sexually abused by family members than were boys.

Overall, there were differences in the percentage of intrafamily sexual abuse between the two groups. Puerto Rican students have experienced higher proportion of sexual abuse by family members than New England students. This is not a surprising finding given the different family structures of the two groups. Puerto Rican families have a

great amount of contact with extended family members which would create access for more sexual activity between relatives than is the case with the typical American nuclear family organization.

Type of Sexual Activity

Girls experiences tended to consist mostly of fondling in a sexual way and touching sex organs. Only 12 (14%) consisted of intercourse or attempts at intercourse. These findings are similar to those of Finkelhor (1979) and Fromuth (1986).

The opposite was found about the experiences of Puerto Rican male students in the study which involved more intrusive types of sexual contact between the child and the older partner. Twenty-four (49%) of the sexual abuse incidents with males included intercourse or attempted intercourse. This was not consistent with the findings of the New England study (finkelhor, 1979) in which males reported a very low incidence of intercourse or attempted intercourse (n=3, 14%). The difference between the studies in this regard may be related to the fact that in the New England study there was less abuse of boys by females. As will be discussed later in this chapter, the experiences of sexual abuse of boys by males appear to be similar to the sexual abuse of females, while the experiences of sexual abuse of males by females appear to have significantly different characteristics. The results of the present

study are more similar to those of Fromuth and Burkhart (1987) in which 19% of the sexual abuse of males in the Southeastern sample and 29% of the Midwestern sample involved intercourse, and of Risin (1987) in which 30.7% of the sexual abuse of males involved intercourse than to those of Finkelhor.

Initiation and Use of Force

The older person initiated the sexual activity with girls in 94% of the 85 cases and used force or threats in 60% of the 85 cases. These findings are highly consistent with those of Finkelhor (1979).

Seventy-three percent of the 49 experiences reported by Puerto Rican male students were initiated by the older person which is lower although not statistically different from 91% of the experiences of the New England students. In 43% of the experiences with boys, the older partner used force or threats during the experience as compared with 54% in the New England sample. Others have found lower rates of force or threats in the sexual abuse experience of boys. Fromuth and Burkhart (1987) found that force or threats were used in 10% of the sexual abuse experiences of male students in the Midwest college sample and in 17% of those in Southeastern sample. Risin and Koss (1987) that 36.6% of the experiences reported in their male student sample involved threats or force.

In summary, the findings of the present study, consistent with other studies of sexual abuse, confirm the notion that sexual experiences with children are most often initiated by an older person, and that the use of force and/or threats to obtain the participation of the child is a prevalent factor in the abuse of girls and to a lesser extent in the abuse of boys. This gender difference may be confounded by the positive manner in which males report their childhood sexual experiences with older women. The differences in perceptions, reactions and assessment of the experiences between males and females will be discussed later in this chapter.

Use of alcohol

The use of alcohol does not appear to be a significant factor in the sexual abuse experiences reported in this study. Only six (7%) of the older persons were drinking at the time of the incident of sexual abuse. This is a surprising finding since alcohol often has been seen not as a cause but rather as a disinhibiting factor for the perpetrator to commit sexual abuse (Mrazek, 1981), and is reported frequently by victims in clinical treatment (Justice and Justice, 1979; Meiselman, 1978). Also, a high incidence of alcohol-related problems has been found among Puerto Ricans males (NIAAA, 1982). In the experience of this author in psychotherapy with sexually abused Puerto Rican children, offenders have frequently been inebriated

at the time of the abuse. It could be speculated that alcohol plays a larger part in cases that get reported, while it may not be a major factor in the majority of sexual abuse experiences. Perhaps cases in which there is alcohol abuse become more apparent since the offender may be less able to inhibit him or herself, may be more careless in hiding the abuse, or may otherwise call attention to himself because of a substance abuse problem. Also, the child may be more frightened by an experience with someone who appears to be drunk and therefore may be more apt to report the abuse or otherwise show distress that would lead to the discovery of the abuse by others.

Frequency and Duration

Approximately three-fourths of the 85 sexual abuse experiences of girls and one-half of the 49 experiences of boys were a one time incident. In the New England study, 60% of the experiences of boys and of girls occurred only once.

Experiences occurring over extended periods of time are rare; only 8% of the abusive sexual activity perpetrated by females, and 4% of that by males lasted over a period longer than one year. This represents a significant difference between the studies regarding the duration of the activities by male older partners. Finkelhor found that 17% of the abuse experiences by male partners occurred over periods longer than one year.

It appears that the preponderance of sexual abuse experiences reported in a non-clinical sample are one-time events and they rarely last over extended periods of time.

Disclosure About the Experience

Approximately 39% of both female and male Puerto Rican students told someone about the sexual abuse experience. This is to similar to the disclosure rates for the students in New England. Of those girls who disclosed, most chose to tell their mothers about the abuse, while boys confided mostly in friends.

The fact that most sexual abuse is never reported is well documented (Russell, 1986; Wyatt, 1986; Sgroi, 1982). In this author's clinical practice older teenagers and adults have disclosed about sexual abuse experiences in their childhood for the first time many years after the incidents. Many of them express having had fears about being punished, about what others would think and tell about them, and about retaliation from the offender, including carrying out the threats used in coercing them to participate. Others feel guilty about having participated, and sometimes having derived some pleasurable sensations during the experience; others feel guilty about having escaped further abuse by providing the opportunity for the offender to abuse another child, or by having received some benefit from being in this relationship with an adult. Still others do not disclose because they do not wish any

harm on the offender or do not want to create a disruption in the family.

Additional issues prevent males from disclosing sexual abuse experiences to others. "Boys in America grow up being taught not to be dependent, vulnerable, or helpless -- or at least to keep such feelings to themselves" (Nielsen, 1983, p. 140). Furthermore, if the offender is male, many boys feel that they may be homosexual and fear that others may find out about it (Porter, 1986). Also, "there exists a myth that seduction of the male child [by a female older person] is a positive sexual experience for the boy. If he is being sexually abused by a woman, he may hesitate to report it if he thinks his complaint will bring his masculinity into question. Boys often assume such a complaint will be interpreted as evidence of sexual abnormality" (Nasjleti, 1980, p. 273).

Given the value placed on women's virginity and on men's masculinity in traditional Puerto Rican culture, many children and/or their families may never tell others about the abuse because they fear what others may think of them. In Puerto Rican families, family honor is affected by the dishonor of any of its members. In fact, a word often used for "raped" is "deshonro" which means dishonored. Puerto Rican men interviewed by the Outreach Project (1980) "recognized how a woman could not only fear for her life during an assault, but also how she could fear gossip" (p.

75). They also indicated that in order to seek help women need to be absolutely sure that the person in whom they confide will not tell others about the assault. "Gossiping can be extremely harmful to a person's dignity or status in the neighborhood, and women who have been victims of an assault fear that their reputation will suffer because of gossip about their assault." (Outreach Project, p.83) In this author's experience, these are feelings often expressed by Puerto Rican mothers of children who have been sexually abused. There is a tendency to blame mothers who may not want to pursue this matter through the child protective agencies or through the police, and to label them as colluding with the offender and unsupportive of the child. While those interpretations of their actions may be accurate in some instances, they may also indicate that the mother is protecting the child's and the family's honor.

Another issue relevant to the lack of disclosure is the response of the child protection and legal systems to these cases. Families are sometimes aware that the intervention of these agencies may result in a great deal of intrusion and the possibility of removal of the child from the family. In the Massachusetts community where the author works, The Department of Social Services is feared by many Puerto Rican families' eyes "they are the people who can take your children away".

Reaction to the Experience

Three-fourths of the female Puerto Rican students reported that their reaction at the time of the sexual experience was fear or shock. Only 6% reacted with pleasure; 7% with interest; and 7% with surprise. In retrospect, 70% assessed the experience as negative.

Boys tended to perceive the sexual experiences as less traumatic than girls. Forty-five percent reacted with fear and shock, while 41% reacted with interest and pleasure, and 8% with surprise. The fact that boys seem to perceive sexual abuse experiences less negatively seems to be supported by the findings of both Finkelhor (1979), who found that of the male students in his sample, 55% reacted with fear and shock, and 64% with interest and pleasure; and Fromuth and Burkhart (1987) who found that 60% of the male students in their sample reacted with interest and pleasure, and only 12% with fear and shock.

Retrospectively, 41% of the male Puerto Rican students who reported sexual experiences with older persons assessed the experiences as negative or mostly negative, which is highly consistent with the findings of 38% in Finkelhor's study.

In the present study, differences were found between the reactions of male children to sexual abuse experiences with males and the sexual abuse experiences with females. More experiences with females were found to be pleasurable

at the time; and assessed to be positive in retrospect, than were experiences with male older persons. This may be one of the reasons why almost all sexually abused boys who come to the attention of child protective services and clinicians have been abused by male offenders (Friedrich, Beilke, and Urquiza, 1988; Nasjleti, 1980). The gender differences in the response to the sexual abuse experiences may stem from traditional male socialization patterns discussed in the previous section that perpetuate the idea that males are supposed to be interested in sexual activity with females. Nieves Falcon (1972) in his Diagnostico de Puerto Rico stated:

The socialization process in the family reinforces dependency, obedience, virginity, responsibility and submission in the daughter. However sons are taught to be independent, strong and aggressive. They should identify with machismo and virility. They are highly criticized if they show any emotions. As children, both sexes learn that boys do not cry.... It is assumed that boys from five years on, like adult males, cannot control their sexual impulses. (p. 63)

In this context, it is interesting to note the self-attribution of responsibility for initiating the experience that some male students made. Some of the experiences they claim to have initiated were between young children and adult women. But can a five year old boy initiate a sexual activity with a 17 year old? or a twelve year old with a 40 year old? or is it that placing the initiation of the activity on themselves provides boys a sense of control

over the experience? Similarly, about the findings of their study of a national sample of male college students, Risin and Koss (1987) stated that "Among the incidents that involved female others, almost one-half of the boys participated in the incidents voluntarily and most stated that they did not feel victimized as a result of the experience" (p. 321). Fromuth and Burkhart (1987) speculate that "Male socialization encourages men to define sexual experiences as desirable as long as there is no homosexual involvement" (p. 252). Risin and Koss (1987), question whether or not respondents can accurately assess the effects of childhood sexual experiences.

First, it is possible that negative effects were experienced at the time but have lessened in the ensuing years. Second, misattributions about the experience may occur. The victim may tell himself that his victimization 'was not harmful to him, that there were pleasurable aspects to it, and in some cases is thought of as sexually arousing' (Freeman-Longo, 1986). Finally, men may experience symptomatic behaviors of which they may be unaware or they deny. (Risin and Koss, 1987, p. 321).

The above mentioned observations can be attributed, in part, to the limitations of the methodology used to investigate the problem. Data from retrospective self-reports may or may not be accurate. Borg and Gall (1983) state that "People often bias the information they offer about themselves, and sometimes cannot accurately recall events and aspects of their behavior in which the researcher is interested" (p. 465). Given ethical

considerations, however, research about sexual abuse does not permit methods that employ experimental manipulation.

The format in which the data was collected in this study precludes the qualitative exploration of the contribution, if any, of cultural values and customs to the prevalence of sexual abuse, its characteristics, the degree of trauma reported by victims, or to the reactions and interventions of others after learning of the incidents.

Conclusions

Few researchers have explored the relationship between culture or ethnicity and the prevalence and nature of child sexual abuse. Most sexual abuse treatment models are based on research and clinical work with Anglo families in the United States. Whether or not these treatments are relevant to other ethnic populations is unclear.

Literature based on specific ethnic groups as it relates to childhood sexual abuse is scant. Furthermore, it is mostly based on small clinical samples of limited representativeness.

The present study was an attempt to provide a base of knowledge regarding the prevalence and nature of sexual abuse in Puerto Rico. Although the generalizability of the findings is limited by the characteristics of the sample studied, some preliminary observations can be made that can

serve as a basis for further research, and as a guide for prevention and treatment efforts with Puerto Ricans.

Child sexual abuse is a serious problem in Puerto Rico. Based on the findings of this study, one could conclude that at least one out of six children under 16 years old in Puerto Rico has experienced an abusive sexual experience with an older person. Sexually abused children come from every socioeconomic level, from large or small families, and from rural or urban areas.

The characteristics of sexual abuse experiences of girls in Puerto Rico are very similar to those of girls in the United States. Most girls are sexually abused between the ages of 10 and 12 years old by a male relative or acquaintance who will threaten the child or actually force her to participate. The abuse consists mostly of fondling and touching of genitals and rarely involves sexual intercourse. Fear and shock are the most common reactions of girls at the time of the incidents, however, most girls will not tell anyone about the abuse. Even in a sample of presumably healthy, competent college students, these childhood experiences of sexual abuse continue to be highly traumatic to the women who have experienced them. Finally, girls who have lived away from their mothers for some time seem to have an increased vulnerability for sexual abuse.

The patterns of sexual abuse of Puerto Rican boys are somewhat different than those of girls. Boys are more

likely to be sexually abused by female acquaintances, and while the use of force or threats is high, it is much lower than in girls' sexual abuse experiences. The sexual activities involved are of a more intrusive nature, often including intercourse. Boys, however, report less trauma related to the experiences. In many cases, particularly when abused by females, boys report having experienced pleasure. It is unclear whether this perception is accurate or rather a result of male socialization which praises male sexuality and rejects the notion of men as victims. Very few boys tell others about the sexual experiences with older persons, and when they tell it is often to their friends. The qualitative differences between the perceptions of boys and girls in this regard may explain, in part, the reason why few experiences of sexual abuse of boys get reported to the authorities or referred for treatment.

Males comprise the majority of sex offenders. The discovery of female offenders in this and other studies seems to challenge the long-standing belief that women rarely commit sexual abuse.

Cultural correlates need to be critically examined as they may have an impact on the frequency and nature of child sexual abuse. In Puerto Rico, some possible correlates are as follows. First, since perpetrators are mainly relatives or acquaintances they have easy access to

the child particularly in the extended family structure of Puerto Rican families. Furthermore, strong family loyalties may act to prevent disclosure of intrafamilial sexual abuse. Second, the values of obedience and respect for elders that are instilled in Puerto Rican children may make it more difficult for children to question or refuse the advances of older persons. Third, patriarchal values and practices may contribute to the trauma experienced by girls who have been sexually abused. The concept of family honor as residing in an unmarried woman's chastity may place an additional burden upon an already harmed child victim. Fourth, commonly held chauvinistic attitudes may prevent male victims from disclosing about their experiences, from allowing themselves to experience their distress and from seeking help. These characteristics are not unique to the Puerto Rican experience, and they are not suggested as causal factors in sexual abuse. They are presented as a delineation of elements for further inquiry. In aggregate, they pose important questions for researchers and practitioners interested in the issue of sexual abuse.

Implications

The findings of this study have implications for practice and for research.

Practice

The finding that 17% of the college students participating in this study indicated having had sexual abuse experiences with an older person before age 16 has important implications. The need for community education and prevention efforts as well as the need for social and therapeutic services is evident.

Semillas para el Cambio, the occasional educational bulletin published by Centro de Ayuda a Victimas de Violacion in Puerto Rico is an excellent contribution to the prevention effort, especially since for many years they have been alerting the public about the risk for sexual abuse of male as well as female children.

Media attention to this issue has been increasing significantly in Puerto Rico over the past couple of years. More efforts in this direction need to be directed towards Puerto Rican populations in the United States. Radio and television programs in Spanish would probably be the most effective media since many Puerto Ricans in the United States are illiterate. Presentations to community groups such as Parent-Teacher Associations, church groups, etc. are another forum in which to disseminate this information. Also, prevention programs should be presented to children in their schools.

Training for professionals who work with children is imperative. Teachers, physicians, clergy, social service

and mental health professionals must be aware of the high prevalence of sexual abuse, of the signs and symptoms children may show, of the services available in their community, and of successful treatment strategies.

Training of professionals must also provide opportunities for participants to process their feelings in dealing with sexual abuse issues.

The development of treatment models that are culturally relevant is essential. Professionals working with Puerto Rican sexually abused children and families must find a forum to share their experiences with this population. Integrated comprehensive treatment programs which include the collaboration of the child protective system, the legal system and the mental health providers are necessary if we are to be effective in alleviating this problem.

Implications for Research

Prevalence studies should be conducted in Puerto Rico with more representative samples. Since contrary to expectations, Puerto Rican students were willing to disclose their childhood sexual experiences, less anonymous methodologies such as face-to-face or telephone interviews should be attempted. Also, prevalence studies with Puerto Ricans in the United States should be performed to determine whether there are differences or similarities in prevalence.

Studies about the effects of sexual abuse on Puerto Ricans should be undertaken. These would help to determine whether some of the cultural correlates mentioned earlier in this chapter affect the psychological impact of the sexual abuse experiences, and would provide guidance in the design of treatment programs.

Studies about male child victims especially are needed. The gender differences in perceptions and degree of trauma experienced by males and females warrant exploration.

Outcome studies of different therapy approaches could provide useful information to practitioners in their treatment of sexually abused children and families.

APPENDIX A
LETTER OF CONSENT

Estimado estudiante:

Nos gustaria pedirte que participes en este estudio sobre conducta sexual llenando el cuestionario adjunto.

El propósito de este estudio es aumentar nuestro entendimiento sobre las actitudes y conductas sexuales de estudiantes universitarios puertorriqueños. La gran mayoría de la literatura psicológica en este campo está basada en poblaciones norteamericanas. Existe muy poca información sobre las experiencias sexuales de los jóvenes en Puerto Rico. No estamos asumiendo que estas experiencias son comunes o que son raras; simplemente, no sabemos. El propósito de este estudio no sugiere que estas experiencias son prevalentes ni que son normales.

Esperamos que, teniendo esto en mente, y con el conocimiento de que **todo lo que contestes aquí es completamente anónimo**, decidas participar en el estudio.

Para ayudarte a decidir, queremos dejarte saber un poco más acerca del cuestionario. Las preguntas altamente personales incluyen preguntas acerca de actitudes y experiencias sexuales, al igual que preguntas sobre tu familia. Alguna de la información que nos proveerás es información que probablemente tú no querrías que otros supieran. Por un lado, puede ser vergonzoso o doloroso para tí divulgar esta información. Por otro lado, puede que envuelva a otras personas además de tí, quienes no querrían que esta información se divulgara. Así que considera cuidadosamente si realmente quieres participar.

No queremos que tomes riesgos que de alguna manera puedan hacerte daño a tí o a otros. De hecho, nosotros sentimos que tú estarías completamente seguro(a) en participar en este estudio, y queremos decirte los pasos que hemos tomado para salvaguardar tu seguridad.

Primero que nada, tú no estás bajo ninguna obligación de participar. Esto **no** es un requisito del curso. Por más que nos gustaría obtener tu cooperación, te debes sentir en libertad de no llenar el cuestionario. De hecho, si en cualquier momento mientras llenas el cuestionario decides que ya no quieres participar, puedes detenerte y no llenar nada más. Más aún, si hay algunas preguntas en particular que quieres saltar, puedes hacerlo.

Si decides no participar, puedes hacerlo muy discretamente. Todos los cuestionarios tienen una cubierta en blanco. Si decides no llenar alguna parte, devuelve tu cuestionario al final del período con los demás, y nadie se dará cuenta de que tu cuestionario está incompleto.

Segundo, todos los cuestionarios son completamente anónimos. En ningún lugar en el cuestionario preguntamos tu nombre, y hemos sido cuidadosos en evitar preguntar preguntas que puedan identificarte indirectamente. Tu cuestionario será uno de 600 que estaremos recogiendo, así es que la posibilidad de que alguien identifique tu cuestionario es virtualmente nula. Todos los cuestionarios serán guardados por nosotros con el mayor cuidado posible. Toda la data será considerada anónimamente.

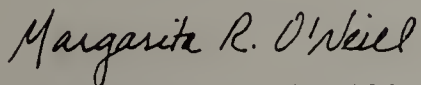
Tercero, por la naturaleza sensitiva de la investigación, es importante que tengamos tu consentimiento informado para usar tu cuestionario. Si escoges participar, haz una cruz en el espacio correspondiente abajo indicando tu consentimiento.

Margarita O'Neill, la investigadora principal estará disponible durante la administración del cuestionario para contestar cualquier pregunta que tengas acerca del procedimiento. Al final del cuestionario, encontrarás nuestra dirección por si tienes preguntas o preocupaciones luego de participar en el estudio.

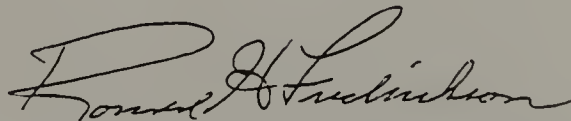
Desafortunadamente, si hay algunos de Uds. que no tienen **por lo menos 18 años de edad** y por lo tanto son menores legalmente, no podremos utilizar sus cuestionarios. De acuerdo a la ley, los menores necesitan obtener consentimiento de sus padres para poder participar de investigaciones científicas de este tipo. Si eres menor de 18 años, sentimos tener que excluirte del estudio, pero desafortunadamente no tenemos alternativa. Así es que, por favor, devuelve el cuestionario en blanco.

Gracias por tu cooperación.

Atentamente,



Margarita R. O'Neill, M.Ed.
Candidata doctoral
Investigadora principal



Ronald H. Fredrickson, Ph.D.
Director del comité doctoral

He leído lo indicado arriba y accedo a participar ()

He leído lo indicado arriba y he decidido no participar ()

APPENDIX B
QUESTIONNAIRE

PARTE A

Haz un círculo alrededor del número de tu respuesta:

Tú eres: 1. Puertorriqueño 2. No Puertorriqueño

1. Tu sexo:

1. Masculino
2. Femenino

2. ¿En qué religión fuiste criado?

1. Católica
2. Ortodoxa oriental
3. Episcopal
4. Congregacionalista
5. Metodista
6. Presbiteriana
7. Otra protestante (favor de indicar cual) _____
8. Judía
9. Ninguna religión
10. Otra (favor de indicar cual) _____

3. Durante los primeros doce años de tu vida, viviste mayormente en (escoge donde viviste por más tiempo):

1. una finca
2. un pueblo de menos de 5,000 habitantes
3. un pueblo de entre 5,000 y 25,000 habitantes
4. un pueblo de entre 25,000 y 100,000 habitantes
5. un pueblo entre 100,000 y 500,000
6. un pueblo de más de 500,000

Ahora nos gustaría recoger alguna información acerca de los MIEMBROS DE TU FAMILIA

4. Primero, acerca de tu padre

a. El está:

1. Viviendo con tu madre
2. Divorciado o separado de ella
3. Viudo
4. Viviendo aparte por alguna otra razón
5. Fallecido

b. ¿Cuál es (fue) el año de su nacimiento? _____

c. ¿Hubo algún tiempo antes de tus 16 años cuando no viviste con él?

1. Sí
2. No

Si sí, ¿de qué edad a qué edad?

Desde los _____ años hasta los _____ años

d. La última vez que viviste con él, ¿cuan apegado(a) te sentiste hacia él?

1. Muy apegado(a)
2. Apegado(a)
3. Un poco apegado(a)

4. Nada apegado(a)
 5. Distante
5. ¿También tuviste un PADRASTRO?
1. Sí 2. No
6. Ahora, acerca de tu MADRE
- a. Ella está:
 1. Viviendo con tu padre
 2. Divorciada o separada de el
 3. Viuda
 4. Viviendo aparte por alguna otra razón
 5. Fallecida
 - b. ¿Cuál es (fue) el año de su nacimiento? _____
 - c. ¿Hubo algún tiempo antes de tus 16 años cuando no viviste con ella?
 1. Sí 2. No
 - Si sí, ¿de qué edad a qué edad?
 - Desde los _____ años hasta los _____ años
 - d. La última vez que viviste con ella, ¿cuan apegado(a) te sentiste hacia ella?
 1. Muy apegado(a)
 2. Apegado(a)
 3. Un poco apegado(a)
 4. Nada apegado(a)
 5. Distante
7. ¿También tuviste una MADRASTRA?
1. Sí 2. No
8. ¿Cuántos hermanos(as) tienes? _____
9. ¿Cuál es tu posición entre los hermanos(as)? _____
(Si el/la mayor, #1, si el segundo(a) hermano #2, etc.)
10. ¿Cuáles de estos miembros de la familia estaban viviendo contigo cuando tenías 12 años?
- | | |
|----------------|-----------------|
| a. Padre | g. 3er hermano |
| b. Padrastro | h. 4to hermano |
| c. Madre | i. 1era hermana |
| d. Madrastra | j. 2da hermana |
| e. 1er hermano | k. 3era hermana |
| f. 2do hermano | l. 4ta hermana |

PARTE B

Esta sección del cuestionario se refiere a tu familia cuando tú tenías 12 años. Debes responder todas las preguntas en referencia a los miembros de tu familia cuando tú tenías 12 años (a menos que se indique

lo contrario). Eso significa que cuando hagamos una pregunta acerca de tu "padre", nos referimos al padre con quien tú vivías cuando tenías 12 años. Si tú no vivías con uno o ambos padres a los 12 años, contesta sobre ese padre a una edad anterior cuando vivías con él o ella.

11. ¿Cuáles eran las ocupaciones de tus padres cuando tenías 12 años?

Padre	Madre	
1	1	Trabajador semi-adiestrado o no adiestrado (obrero de fábrica, ayudante en hospital, chofer de camión, etc)
2	2	Trabajador adiestrado o capataz (operario de máquinas, carpintero, cocinero)
3	3	Agricultor (dueño-operario o arrendado)
4	4	Trabajador de oficina o ventas(pero no administrador)
5	5	Propietario, excepto de finca (dueño de negocio)
6	6	Profesional (arquitecto, maestro, enfermero) o administrador (jefe de departamento, manager)
0	0	No trabajaba fuera del hogar
X	X	No sé

12. Cuando tú tenías 12 años, ¿cuál de los siguientes se acercaba más a el ingreso anual de tus padres antes de sacar los impuestos?

Padre	Madre	
0	0	No estaba empleado(a)
1	1	Menos de \$4,000
2	2	\$4,000 a \$5,999
3	3	\$6,000 a \$7,999
4	4	\$8,000 a \$9,999
5	5	\$10,000 a \$11,999
6	6	\$12,000 a \$14,999
7	7	\$15,000 a \$19,999
8	8	\$20,000 a \$29,999
9	9	\$30,000 o más
X	X	No sé

13. ¿Cuál fue el nivel educativo más alto alcanzado por tus padres?

Padre	Madre	
1	1	Parte de escuela elemental
2	2	Terminó escuela elemental
3	3	Parte de escuela superior
4	4	Terminó escuela superior
5	5	Escuela superior y algún otro adiestramiento pero no universidad
6	6	Algunos estudios universitarios
7	7	Terminó estudios universitarios
8	8	Algunos estudios graduados
9	9	Recibió grado post-graduado (M.D., M.A.)

14. ¿Cuántos dormitorios había en la casa en que vivías a los doce años? _____

15. ¿Cuántas personas vivían en la casa en esa época? _____
16. A la edad de 12 años, Compartías tu dormitorio con:
1. Nadie, tenía dormitorio propio
 2. Un hermano
 3. Más de un hermano
 4. Una hermana
 5. Más de una hermana
 6. Uno o más hermanos y hermanas
 7. Uno o ambos padres
 8. Otra persona
 9. Otra combinación (favor de indicar quién) _____
17. Mientras estabas creciendo, ¿hubo alguna otra persona además de tus padres y hermanos(as) viviendo con la familia por más de un año? (Haz un círculo alrededor de todos los que apliquen).
- a. Abuelo
 - b. Abuela
 - c. Tío
 - d. Tía
 - e. Otro pariente/familiar
 - f. Otra persona no pariente (ej., hospedado, sirviente, etc.)
18. Cuando tú tenías 12 años, tenías:
1. Muchos buenos amigos.
 2. Algunos buenos amigos.
 3. Uno o dos buenos amigos.
 4. Ningún buen amigo.
19. Cuando tú tenías 12 años, ¿cuán feliz dirías tú era el matrimonio de tus padres?
1. Infeliz
 2. No muy feliz
 3. Un poco feliz
 4. Feliz
 5. Muy feliz
 - X. No aplica. Sólo un padre.

PARTE C

Queremos que trates de recordar las experiencias sexuales que tuviste mientras ibas creciendo. Por "sexual" queremos decir muchas cosas, cualquier cosa desde "jugar al doctor" hasta el acto sexual (coito)--de hecho, cualquier cosa que te parezca sexual a tí ahora.

20.¿Tuviste alguna de las siguientes experiencias antes de los 12 años (sexto grado)?

Si sí, haz un círculo alrededor de todas las que apliquen y pasa a la próxima página.

Si no, haz una cruz aquí [] y pasa a la página 12.

- a. Una invitación o pedido a hacer algo de índole sexual.
- b. Besarse y abrazarse de una manera sexual.
- c. Otra persona te mostró sus órganos sexuales.
- d. Tú le mostraste tus órganos sexuales a otra persona.
- e. Otra persona te tocó o acarició de una manera sexual.
- f. Tu tocaste o acariciaste a otra persona de una manera sexual.
- g. Otra persona tocó tus órganos sexuales.
- h. Tú tocaste los órganos sexuales de otra persona.
- i. El acto sexual, pero sin intentar penetración.
- j. El acto sexual (coito).
- k. Otras: _____

Escoge tres experiencias sexuales ---o hasta tres--- que tuviste antes de los 12 años con otros niños, incluyendo amigos, extraños, hermanos, y primos. Escoge las tres más importantes y contesta las siguientes preguntas acerca de las mismas. Toma una experiencia a la vez y contesta todas las preguntas concernientes a ella, y luego regresa a esta página y haz lo mismo para las preguntas sobre las experiencias #2 y #3.

No tuve este tipo de experiencia [] Pasa a la página 9

Experiencia #1 Experiencia #2 Experiencia #3

21. ¿Qué edad aproximada tenías en ese momento?

22. Edad aproximada de la otra persona

23. Sexo de la otra persona:
1. Masculino 2. Femenino

24. Relación con la otra persona:
Extraño-----
persona conocida pero no amiga
Amigo(a)-----
Sobrino(a)-----
Primo(a)-----
Hermano-----
Hermana-----

25. ¿Qué sucedió (haz un círculo en el 1 para SI y en el 0 para NO en cada línea).
a. Una invitación o pedido a hacer algo de índole sexual.
b. Besarse y abrazarse de una manera sexual.
c. Otra persona te mostró sus órganos sexuales.
d. Tú le mostraste tus órganos sexuales a otra persona.
e. Otra persona te tocó o acarició de una manera sexual.
f. Tú tocaste o acariciaste a otra persona de una manera

	Exp. # 1	Exp. # 2	Exp. # 3
--	----------	----------	----------

sexual.

sexual.
g. Otra persona tocó tus órganos sexuales.

h. Tú tocaste los órganos sexuales de otra persona.

sexuales de otra persona.
i. El acto sexual, pero sin
intentar penetración.

i. El acto sexual (coito).

k. Otras:

26. ¿Quién comenzó esto? (Haz un círculo en 1 para tí o 2 para la otra persona).

27. ¿Te forzó o amenazó la otra persona? 1. Sí

2. Un poco.

3. No.

28. ¿Tú forzaste o amenazaste a la otra persona? 1. Sí

2. Un poco

3. NO

29. ¿Alrededor de cuántas veces tuviste una experiencia sexual con esta persona?

30. ¿Por cuánto tiempo continuó sucediendo esto? (Da el número de semanas).

31. ¿Cuál de estas mejor describe tu reacción en el momento de la experiencia? 1. Miedo 2. Pásmo o "shock" 3. Sorpresa 4. Interés 5. Placer

Exp. #1 Exp. #2 Exp. #3

32. ¿A quién le contaste sobre esta experiencia en aquel momento?

- | | | | |
|--------------------|---|--|---|
| 1. A nadie | 1 | | 1 |
| 2. A tu madre | 2 | | 2 |
| 3. A tu padre | 3 | | 3 |
| 4. A otro adulto | 4 | | 4 |
| 5. A tu hermano(a) | 5 | | 5 |
| 6. A un amigo(a) | 6 | | 6 |

33. Si le contaste a tu madre, ¿cómo reaccionó ella?

- | | | | |
|------------------|---|---|---|
| a. Con coraje | | | |
| 1. Mucho | 1 | 2 | 3 |
| 2. Regular | 2 | 3 | 4 |
| 3. Un poco | 3 | 4 | |
| 4. Ninguno | 4 | | |
| b. Dándote apoyo | | | |
| 1. Mucho | 1 | 2 | 3 |
| 2. Regular | 2 | 3 | 4 |
| 3. Un poco | 3 | 4 | |
| 4. Ninguno | 4 | | |

34. Si le contaste a tu padre, ¿cómo reaccionó él?

- | | | | |
|------------------|---|---|---|
| a. Con coraje | | | |
| 1. Mucho | 1 | 2 | 3 |
| 2. Regular | 2 | 3 | 4 |
| 3. Un poco | 3 | 4 | |
| 4. Ninguno | 4 | | |
| b. Dándote apoyo | | | |
| 1. Mucho | 1 | 2 | 3 |
| 2. Regular | 2 | 3 | 4 |
| 3. Un poco | 3 | 4 | |
| 4. Ninguno | 4 | | |

35. En retrospectiva, ¿cómo dirías que fue esta experiencia:

- | | | | |
|------------------------|---|--|---|
| 1. Positiva | 1 | | 1 |
| 2. Mayormente positiva | 2 | | 2 |
| 3. Neutral | 3 | | 3 |
| 4. Mayormente negativa | 4 | | 4 |
| 5. Negativa | 5 | | 5 |

Ahora vuelve a la página 6 y contesta las preguntas sobre la experiencia #2

Ahora vuelve a la página 6 y contesta las preguntas sobre la experiencia #3

Ahora queremos pedirte que pienses en tres experiencias sexuales--o hasta tres-- que hayas tenido **antes** de los 12 años **con una persona adulta** (una persona mayor de 16 años) incluyendo extraños, amigos, o miembros de la familia tales como primos, tíos, tías, hermanos, hermanas, madre o padre. Escoge las tres más importantes para tí y contesta las siguientes preguntas.

No tuve este tipo de experiencia [1 Pasa a la página 12
Experiencia #1 Experiencia #2 Experiencia #3

36. ¿Qué edad aproximada tenías en ese momento? _____

37. Edad aproximada de la otra persona _____

38. Sexo de la otra persona:
1. Masculino 2. Femenino 1 2 1 2 1 2

39. Relación con la otra persona:
Un extraño----- 1
Un conocido, pero no amigo----- 2
Un amigo tuyo----- 3
Un amigo de tus padres----- 4
Un primo(a)----- 5
Un tío(a)----- 6
Un abuelo(a)----- 7
Un hermano----- 8
Una hermana----- 9
Tu padre----- 10
Tu padrastro----- 11
Tu madre----- 12
Tu madrastra----- 13

40. ¿Qué sucedió (haz un círculo en el 1 para SI y en el 0 para NO en cada línea).
a. Una invitación o pedido a hacer algo de índole sexual. 1 0 1 0
b. Besarse y abrazarse de una manera sexual. 1 0 1 0
c. Otra persona te mostró sus órganos sexuales. 1 0 1 0

d. Tú le mostraste tus órganos sexuales a otra persona.	Exp. # 1 1 0	Exp. # 2 1 0	Exp. # 3 1 0
e. Otra persona te tocó o acarició de una manera sexual.	1 0	1 0	1 0
f. Tú tocaste o acariciaste a otra persona de una manera sexual.	1 0	1 0	1 0
g. Otra persona tocó tus órganos sexuales.	1 0	1 0	1 0
h. Tú tocaste los órganos sexuales de otra persona.	1 0	1 0	1 0
i. El acto sexual, pero sin intentar penetración.	1 0	1 0	1 0
j. El acto sexual (colto).	1 0	1 0	1 0
k. Otras:			

41. ¿Quién comenzó esto? (Haz un círculo en 1 para tíf o 2 para la otra persona).	TU 1	OTRA 2	TU 1	OTRA 2
42. ¿Te forzó o amenazó la otra persona?	1 2 3	1 2 3	1 2 3	1 2 3
43. ¿Tú forzaste o amenazaste a la otra persona?	1 2 3	1 2 3	1 2 3	1 2 3
44. La otra persona, ¿había estado bebiendo?	1 2 3	1 2 3	1 2 3	1 2 3
45. ¿Tú habías estado bebiendo?	1 2 3	1 2 3	1 2 3	1 2 3
46. ¿Alrededor de cuántas veces tuviste una experiencia sexual con esta persona?				
47. ¿Por cuánto tiempo continuó sucediendo esto? (Da el número de semanas).				

48.¿Cuál de estas mejor describe tu reacción en el momento de la experiencia? 1.Miedo 2.Pasme o "shock" 3.Sorpresa 4.Interés 5.Placer	Exp. # 1	Exp. # 2	Exp. # 3
	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
49.¿A quién le contaste sobre esta experiencia en aquel momento?			
1. A nadie	1	1	1
2. A tu madre	2	2	2
3. A tu padre	3	3	3
4. A otro adulto	4	4	4
5. A tu hermano(a)	5	5	5
6. A un amigo(a)	6	6	6
50. Si le contaste a tu madre, ¿cómo reaccionó ella?			
a. Con coraje			
1.Mucho 2.Regular 3.Un poco 4.Ninguno	1 2 3 4	1 2 3 4	1 2 3 4
b. Dándote apoyo			
1.Mucho 2.Regular 3.Un poco 4.Ninguno	1 2 3 4	1 2 3 4	1 2 3 4
51. Si le contaste a tu padre, ¿cómo reaccionó él?			
a. Con coraje			
1.Mucho 2.Regular 3.Un poco 4.Ninguno	1 2 3 4	1 2 3 4	1 2 3 4
b. Dándote apoyo			
1.Mucho 2.Regular 3.Un poco 4.Ninguno	1 2 3 4	1 2 3 4	1 2 3 4
52. En retrospectiva, ¿cómo dirías que fue esta experiencia:			
1. Positiva	1	1	1
2. Mayormente positiva	2	2	2
3. Neutral	3	3	3
4. Mayormente negativa	4	4	4
5. Negativa	5	5	5

Ahora vuelve a la pág. 9 y contesta preguntas sobre experiencia # 2. sobre experiencia # 3.

Ahora nos gustaría que pienses en experiencias sexuales que hayas tenido después de los 12 años. Si esta relación fue descrita en una sección previa, no la repitas.) Escoge las tres más importantes para tí.

No tuve este tipo de experiencia () Si no tuviste este tipo de experiencia, has terminado.
Experiencia #1 Experiencia #2 Experiencia #3

53. ¿Qué edad aproximada tenías en ese momento? _____

54. Edad aproximada de la otra persona _____

55. Sexo de la otra persona: 1 2 1 2 1 2

1. Masculino 2. Femenino

56. Relación con la otra persona:

- Un extraño----- 1 1
- Un conocido, pero no amigo----- 2 2
- Un amigo tuyo----- 3 3
- Un amigo de tus padres----- 4 4
- Un primo(a)----- 5 5
- Un tío(a)----- 6 6
- Un abuelo(a)----- 7 7
- Un hermano(a)----- 8 8
- Un novio o esposo----- 9 9
- Tu padre----- 10 10
- Tu padrastro----- 11 11
- Tu madre----- 12 12
- Tu madrastra----- 13 13

57. ¿Qué sucedió (haz un círculo en el 1 para SI y en el 0 para NO en cada línea).

- a. Una invitación o pedido a hacer algo de índole sexual.
- b. Besarse y abrazarse de una manera sexual.
- c. Otra persona te mostró sus órganos sexuales.
- d. Tú le mostraste tus órganos sexuales a otra persona.

SI	NO	SI	NO	SI	NO
1	0	1	0	1	0
1	0	1	0	1	0
1	0	1	0	1	0
1	0	1	0	1	0
1	0	1	0	1	0

	Exp. # 1	Exp. # 2	Exp. # 3
e. Otra persona te tocó o acarició de una manera sexual.	1 0	1 0	1 0
f. Tú tocaste o acariciaste a otra persona de una manera sexual.	1 0	1 0	1 0
g. Otra persona tocó tus órganos sexuales.	1 0	1 0	1 0
h. Tú tocaste los órganos sexuales de otra persona.	1 0	1 0	1 0
i. El acto sexual, pero sin intentar penetración.	1 0	1 0	1 0
j. El acto sexual (coito).	1 0	1 0	1 0
k. Otras:			

58. ¿Quién comenzó esto? (Haz un círculo en 1 para tí o 2 para la otra persona).

	TU 1	OTRA 2	TU 1	OTRA 2
--	---------	-----------	---------	-----------

59. ¿Te forzó o amenazó la otra persona? 1. Sí
2. Un poco.
3. No.

	1	1	1
	2	2	2
	3	3	3

60. ¿Tú forzaste o amenazaste a la otra persona? 1. Sí
2. Un poco
3. No

	1	1	1
	2	2	2
	3	3	3

61. La otra persona, ¿había estado bebiendo? 1. Sí 2. No

	1	2	1	2
--	---	---	---	---

62. ¿Tú habías estado bebiendo? 1. Sí 2. No

	1	2	1	2
--	---	---	---	---

63. ¿Alrededor de cuántas veces tuviste una experiencia sexual con esta persona?

64. ¿Por cuánto tiempo continuó sucediendo esto? (Da el número de semanas).

	Exp. # 1	Exp. # 2	Exp. # 3
65. ¿Cuál de estas mejor describe tu reacción en el momento de la experiencia? 1. Miedo 2. Pasme o "shock" 3. Sorpresa 4. Interés 5. Placer	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
66. ¿A quién le contaste sobre esta experiencia en aquel momento?	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
67. Si le contaste a tu madre, ¿cómo reaccionó ella?			
a. Con coraje	1 2 3 4	1 2 3 4	1 2 3 4
1. Mucho 2. Regular 3. Un poco 4. Ninguno			
b. Dándole apoyo	1 2 3 4	1 2 3 4	1 2 3 4
1. Mucho 2. Regular 3. Un poco 4. Ninguno			
68. Si le contaste a tu padre, ¿cómo reaccionó el?			
a. Con coraje	1 2 3 4	1 2 3 4	1 2 3 4
1. Mucho 2. Regular 3. Un poco 4. Ninguno			
b. Dándole apoyo	1 2 3 4	1 2 3 4	1 2 3 4
1. Mucho 2. Regular 3. Un poco 4. Ninguno			
69. En retrospectiva, ¿cómo dirías que fue esta experiencia:			
1. Positiva	1	1	1
2. Mayormente positiva	2	2	2
3. Neutral	3	3	3
4. Mayormente negativa	4	4	4
5. Negativa	5	5	5
Ahora vuelve a la pág. 12 y contesta preguntas sobre experiencia # 2. Ahora vuelve a la pág. 12 y contesta preguntas sobre experiencia # 3.			

Muchas gracias por participar en nuestro estudio. Esta página es para tí.

Si necesitas ponerte en contacto conmigo con preguntas o preocupaciones acerca del estudio, me puedes conseguir en la siguiente dirección:

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Division of Human Services and Applied Behavioral Sciences
School of Education
Hills South, Rm. 352
University of Massachusetts
Amherst, MA 01003

Si al contestar el cuestionario has recordado experiencias sexuales durante tu niñez y te gustaría obtener ayuda para entenderlas mejor, puedes comunicarte con las siguientes:

1. El Centro de Orientación de tu universidad.
2. El Centro de Ayuda a Víctimas de Violación

Depto. de Salud

Call Box 70184

San Juan, P.R. 00936

Teléfonos: 765-7840, 765-2285, 765-2412

(Ellos pueden referirte a profesionales de ayuda cerca de tu pueblo o universidad que se especializan en trabajar con personas que han tenido experiencias sexuales en su niñez.)

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